

I FIND  
MY  
VOCATION

HARRY  
DEXTER  
KITSON



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I FIND MY VOCATION

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# I FIND MY VOCATION

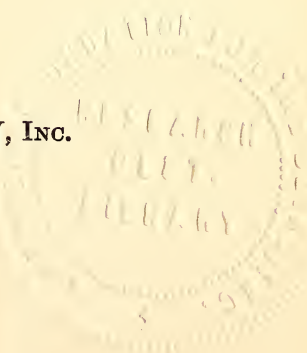
BY

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*To Dexter*



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## PREFACE

This book is prepared as a textbook for a high-school course on Choosing a Vocation. In many schools such a course is given under the name of Occupations, Vocational Guidance or Careers. In other schools it constitutes a unit in a larger course entitled Civics or Citizenship. In either case this book contains the materials which teachers need, covering as it does the problems to be faced and the steps to be taken in obtaining a satisfactory status in the occupational world.

In constructing the book the author made an analysis—a “job analysis”—of the task of choosing a vocation. This was conceived in terms of the definition adopted by the National Vocational Guidance Association: “Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it.” Earnest effort has been made to present in chronological and logical order the steps which the individual must take.

The book differs from other textbooks in the field in several important respects:

1. **As to Purpose.** It is not a source book of information about occupations. No single volume can fill this role satisfactorily. Indeed, the book takes the point of view that a course in Occupations



should not be a "content" course with primary emphasis on facts about miscellaneous occupations. The time allotted to such a course permits treatment of only a few fields. Pupils forget the facts drilled into them. The facts change so rapidly that they soon become out of date. Finally, experience has shown that where facts are the primary objective, the course is likely to degenerate into a lifeless academic procedure.

In recognition of these weaknesses the Committee on Vocational Guidance of the 1930 White House Conference made the following recommendations: "Such classes [in Occupations] should have less emphasis placed on the learning of facts than on teaching pupils methods of occupational analysis and self-analysis, in order that they may develop the confirmed habit of analyzing occupational problems as they arise in their lives."

In view of these considerations, the author has conceived as the primary objectives of such a course: (1) the presentation of the problems which one faces in making his way in the occupational world; and (2) the inculcation within each pupil of habits—habits of thinking about occupations and habits of acting toward vocational situations. The book is so written as to direct the pupil in taking the steps involved in pursuing an occupation. He will be drilled on these steps until they become a part of his personality, and when the time comes for him to take his place in the occupational world he will proceed properly because he has formed correct habits in school.

In placing our emphasis on methods and techniques we do not depreciate the value of facts about occupations. If the pupil follows the procedure laid down in this book, he will obtain facts. The difference is that they will not be hurled at him in an abstract form. Instead, they will be discovered by the pupil under the motivation of a personal interest.

**2. As to Method.** The book requires each pupil to carry on a project throughout the course: namely, to choose a vocation and plan how he will prepare for, enter and progress in it. Naturally he need not make his ultimate choice of a life work; but his tentative decision will serve as a centralizing idea around which he can build the habits to be used later. In case he has previously made an unwise choice, his work in the project should show him the folly of his choice.

**3. List of Occupations.** Another feature of the book is a list of occupations. One of the first questions pupils ask is "What are some of the occupations I might choose?" Heretofore no such list has been readily accessible to school children. The U. S. Census Report for 1930 contains 557 occupational groups which may be subdivided into 20,000 separate jobs, but it is not available to the millions of persons who must choose a vocation.

Furthermore, the occupations mentioned in the Census are grouped on an economic basis; that is, stress is laid on the nature of the commodity manufactured, in the case of industrial and many other occupations. Such a basis does not give much help to one who is trying to choose a vocation. What he

needs is a list compiled on a functional basis; that is, a differentiation made according to the work to be done.

In order to supply this need the list in Chapter II has been prepared. It can not lay claim to completeness; no list of occupations can. The work of the world is subdivided into so many specialties that no one can count them. The Alphabetical Index of Occupations used in the latest Census contains 20,000 separate jobs. But many of these merely designate minute operations within a large occupation. This specialization is taking place at a prodigious rate, hence the impossibility of making a detailed list that will truly represent conditions over any considerable period of time.

In order to avoid some of the difficulties, the list in Chapter II has been compiled on a functional basis, that is, each name designates a kind of work that one does regardless of the materials with which he works or the industry in which he performs the work. For example, a guard may work in a subway train, in a prison or in several other places. An inspector may serve in so many fields that it would not be profitable to list them in a book of this kind.

Conversely, several industrial fields contain types of workers who are duplicates of types of workers in other fields. For example, department stores have janitors; so do schools, apartment houses, clubs and so forth; accordingly, janitor is mentioned only once.

The attempt to avoid mentioning fields of specialization has not been carried out fully; for in certain occupations, it was deemed desirable to indicate the

spread of specialization possible. Accordingly in certain fields which young people are considering in great numbers, such as medicine, engineering and journalism, the specialties have been listed. Likewise, some subdivisions are given.

The principles of vocational analysis dictate that for purposes of vocational guidance an occupation should be designated in terms of the worker who follows it, not in terms of the abstract field; hence the occupations are named in terms of concrete personal nouns.

No civic or political offices which involve the appointment of occupational specialists are listed. For example, the coroner is not named, since he is a physician and appears under that category.

It will be further noted that the occupations are not classified as professional, mercantile and so forth. Such classification was purposely avoided, for young people in trying to choose a vocation persistently tend to seek the professions and so-called "higher" occupations to the exclusion of those which are more suitable, but which have a humbler classification. It was hoped that by presenting the occupations in simple alphabetical order, some of the artificial social prejudices might be overcome.

Naturally many sources have been consulted. In making final decisions, recourse was had to the Alphabetical Index of Occupations prepared by the Bureau of the Census for the use of tabulators in compiling returns from the 1930 Census.

It is too much to expect that this list should be free from criticism. The author only asks critics to

remember that the list is prepared from a single point of view—that of vocational guidance. Its aim is the purely practical one of informing young people concerning the vast number and wide variety of occupations open to them.

#### **4. Copious Materials for the Study of Biography.**

Another feature in the book is the unusual amount of materials prepared for use in studying biographies of persons who have succeeded in various vocations. Most teachers agree that biographies have great utility in this field. Accordingly, care has been taken to cite biographical readings and to direct the pupils in making use of them. The selections have been limited to lives of Americans, for the biographies of persons in foreign countries present such different conditions that they would not furnish useful patterns for American children to follow.

In addition, the author has avoided citing the stereotyped biographies of heroes long dead, which are usually presented to boys and girls; not because they lack merit, but because they appear in literature so frequently that they do not need mention in another book. It has seemed desirable to begin to use the up-to-date biographies of modern Americans whose names are known to boys and girls and who faced conditions somewhat like those which modern youth will encounter. An enormous amount of biographical writing has poured from the press during the past few years. This the author has tried to compile and make available to the young people who shall use this book.

The teacher should see that up-to-date books are available in the school library and in the city library

as well; the first book to purchase being a recent bibliography on occupations (see page 60).

**5. Concise List of Principles to Be Followed in Choosing a Vocation.** In order to reduce the essential points within a small compass, a set of principles has been compiled. These will serve as rules which the pupil can discuss or learn. They will serve as a summary of the book, and, since they are accompanied by references to the portions of the text where they are treated in greater detail, they will assist pupils in reviewing.

For permission to use certain passages and figures from the author's book "How to Find the Right Vocation," the author is grateful to Harper & Brothers. He is also grateful to the editor of the *High Road* for permission to use portions of articles originally published in that publication.

H. D. K.

NEW YORK,  
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# I FIND MY VOCATION

## CHAPTER I

### A VOCATION FOR EVERY ONE

At some time of life practically every person must choose a vocation. Several circumstances force this upon him.

**In Order to Earn a Living.** The first and most obvious reason is that most persons are obliged to earn a living, and a settled occupation is the accepted manner of doing this. This is an old principle given in the early description of the Creation in the dictum, "In the sweat of thy face shalt thou eat bread." This precept has always been true and it will probably remain true in the future.

**In Order to Be Happy.** Even if man were not obliged to earn a living, he would still work, for he is an active creature. He cannot sit still; he must do something. Accordingly, in the long process of development he has invented things to do which we call occupations. Without them he would be miserable. Instances abound showing how unhappy people are without work. For example, in prisons it has been found that the sanity of the prisoners demands that they be given something to do—that they make

brooms, shoes, anything that will keep mind and body active.

Most men of wealth, even though they are not obliged to earn a living, still manage to take up some activity. It may be collecting pictures or rare books, playing polo, establishing orphanages, dental clinics, or settlement houses. No matter what it is, most men and women of means fill their day with regular activity of some sort which can well be called their vocation.

Another example of this craving for work is shown by the thousands of women who, though married and responsible for managing a home, find in these days of vacuum cleaners, refrigerating plants, delicatessens, and small families that the home does not occupy all of their time. In order to satisfy their desire for constant employment, they accept a job in business or industry, or they go into business for themselves.

This craving for work is sometimes spoken of as the urge for self-expression, by which is implied that every one likes to express his personality in accomplishment of some form. He desires to project himself into the world by creating something in which he can take pride, and through which he can command the admiration of his fellows. The occupations which we think of most frequently in this connection are the so-called creative arts, such as sculpture, painting, music, and literature. But one can express himself just as freely in other occupations. The milliner who trims a hat, the architect who plans a building, and the mason who constructs it—all find in their respective occupations outlets for this universal craving for self-expression.

**In Order to Satisfy Human Needs.** But there is another reason why people must work. Human beings need things with which to live—houses, food, wearing apparel, amusements, vehicles—and the only way they can have them is to produce them. It would be desirable if each person could make what he needs. In the days of our ancestors who settled the United States when it was only a wilderness, the man and woman of each household did come pretty close to doing this. The man made his plow out of wood, plowed his field, planted and harvested his crop, ground wheat and corn into flour, made his log house, cut his firewood, sheared his sheep, butchered his own meat, cut up the hides, tanned the leather, and sometimes made his own boots. His wife spun the wool and flax, wove cloth, and made the garments for the entire family. She baked, cooked, canned, washed the clothes, nursed the members of her family when they were sick, and taught the children how to read and write. In other words, each family furnished most of the commodities that it needed and carried on most of the occupations that existed at that time.

**Occupations Have Become Specialized.** As time went on the population increased and their wants became more numerous (for example, they wanted rubbers as well as shoes), and no single family could supply all of their own wants. For example, materials for making rubbers do not grow in this country, but must be imported; accordingly some men must serve as sailors, importers, merchants, etc. Furthermore, in the manufacture of the rubbers from crude materials,

machinery was required which could not find a place in every home. Comparable conditions existed with respect to other commodities. As a result, certain individuals took upon themselves the task of specializing in the manufacture and distribution of certain kinds of goods.

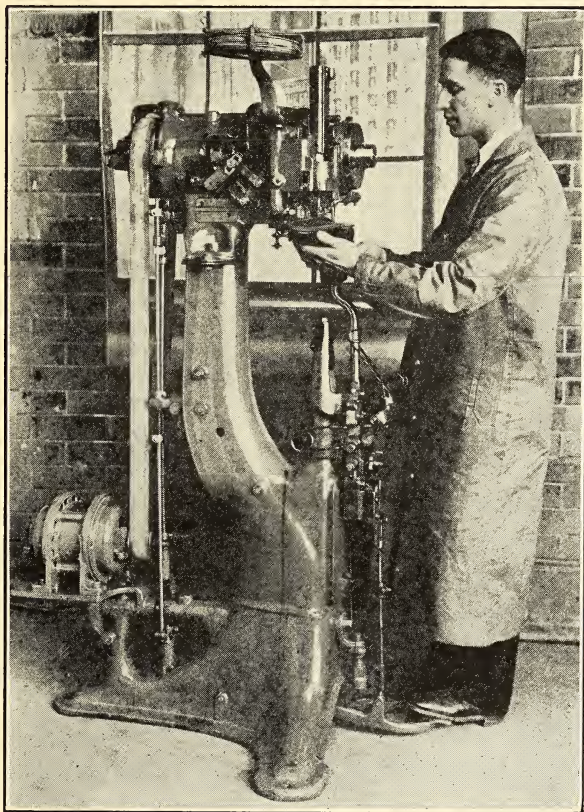
During the latter part of the past century this occupational specialization proceeded at a more rapid rate than in any other period of the world's history. Machines were invented which permitted the manufacture of goods with greater ease and economy. These improvements required mass production, that is, the centralization of manufacture in factories and the production of articles by the million instead of by the piece.

Furthermore, within each field, minute specialization arose. Take, for example, the making of shoes. In the olden days one man made the entire shoe; but in a modern shoe factory many men and women work on a shoe. One man does nothing but cut uppers; another sews the portions of the shoe together; another puts in the eyelets; another attaches the insole; still another attaches the outer sole, and so on. Altogether there are about 200 operations involved in making a shoe. Similar specialization has taken place, and is still taking place, in connection with all occupations. (For striking examples, see Chapter II for the specialties that have arisen in the occupation of engineer.)

Thus we see that occupations have developed into a social matter. One man agrees to provide some commodity that will benefit a great number of his



fellow beings, his neighbor agrees to provide another; some one else, another; until each member of society has working for him thousands of people. And he in



A worker in a modern shoe factory. (*Underwood and Underwood.*)

turn serves thousands of his fellow men. But it requires that he specialize and concentrate on a particular occupation, which has come to be called his



vocation, in the sense that it is his peculiar way of serving society.

**Each Individual Has a Peculiar Combination of Capacities.** Another circumstance which contributes to the demand that each individual choose a vocation of his own is that individuals differ with respect to their physical and mental capacities. Some persons are very strong physically and can do heavy work, for example, foundry work, more easily than can persons who are very weak. Some persons are exceptionally intelligent; and they can more appropriately serve as judges than persons of inferior intelligence. Some persons have keen sensitivity to pitch and have other qualities which make them capable of furnishing music for the rest of us. In view of these considerations it is most sensible that each of the diversified occupations should be manned by persons who can most easily fit into it.

**Each Person Must Ask, "What Particular Vocation Shall I Choose?"** From the thousands of occupations each person must choose one. What a task this is! In a more primitive stage of our civilization it was relatively easy. In the days of George Washington, for example, there were relatively few occupations, but today there are thousands. Furthermore, due to the process of splitting up each occupational activity into many operations, the number is rapidly increasing, so that a hundred years from now the number will be greater than it is today.

The task each of us faces is to select, from these thousands, one occupation in which he can earn a

living, in which he can be happy, in which he can render his meed of service to his fellow men, and in which his peculiar combination of capacities can fit acceptably.

**Evil Results of Drifting.** Unfortunately many people are not able to perform the difficult task of choosing a vocation. Some of them never choose, but merely drift. Throughout their entire lifetime they hold a succession of jobs. Here, for example, is a record of one such drifter. On leaving school he took a position in the shipping room of a factory. Then over a period of years he held jobs as follows: clerk in a grocery store, collector for an installment house, attendant at a filling station, night watchman in a factory—the list is too long to be printed here. Such persons, who never choose a vocation or become adept in any line of work, are frequently out of employment; they earn low wages; and they derive little happiness from their work.

**Some Persons Choose Unwisely.** Many persons who try to select a vocation make a mistake and enter one in which they cannot succeed or in which they have no special interest. As a result they fail to render satisfactory service to their employer and to society, and they themselves are unhappy for they are trying to do something they detest.

Brutes find out where their talents lie;  
A bear will not attempt to fly,  
A foundered horse will oft debate  
Before he tries a five-barred gate  
A dog by instinct turns aside  
Who sees the ditch too deep and wide.

But man we find the only creature  
Who, led by folly, combats nature,  
Who, when she loudly cries forbear,  
With obstinacy fixes there;  
And where his genius least inclines,  
Absurdly bends his whole designs.



Fortunate is the man who finds the right vocation. (*Underwood and Underwood.*)

In order to see the diversity of reasons for which men enter their occupations, examine the figures in Table I, showing the reasons why 500 men entered their

vocations. These men had all applied at a Bureau of Vocational Guidance for help in finding a more suitable vocation.



The man who fails to choose the right vocation is likely to become a drifter. (*Underwood and Underwood.*)

TABLE I.—REASONS FOR ENTERING OCCUPATION

Reason	Number	Per cent
Choice.....	251	50
Chance.....	152	30
Necessity and other reasons.....	47	10
Inheritance of a business.....	45	9
Parents' wishes.....	5	1
Total.....	500	100

As you see by this table, only half of these men had exercised any choice in entering their vocation; the other half fell into their jobs. Some took the first

thing that came along; some inherited their father's business; and others entered an occupation which their parents wanted them to select, whether they liked it or not. All of them were dissatisfied.

Naturally you would like to avoid making the mistakes which these men made. There is one fundamental rule which you should adopt this very moment and resolve that you will follow. This rule is: "In choosing my vocation I will use judgment. I will not drift and I will not jump into things without investigating them."

To follow out this principle requires a long process of study and investigation which we shall describe in this book. The outline of the method to be employed is given below; we shall discuss the various steps in detail in succeeding chapters.

### Steps to Take in Choosing a Vocation :

1. Obtain some acquaintance with the occupational world. Observe the number and variety of occupations found in it.

2. In considering an occupation as a possible selection, study it thoroughly. Ascertain the *conditions* under which one works in it; the *qualifications* one must have to enter and progress in it; and the *rewards* it gives to its devotees.

3. Study yourself in order to see what are your peculiar qualifications, your strong points, and your weak points; what your needs are from every point of view—physical, physiological, social, mental, moral, and economic.



4. Compare the qualifications that you possess, or can acquire, with the requirements of the occupation; only then can you judge whether the occupation would be suitable. Even after conscientiously following this procedure, you can not be certain of attaining a perfect vocational adjustment, but you will at least greatly increase your chances of success and happiness. In later chapters we shall describe in detail the steps you will have to take in finding a vocation and succeeding in it.

### Questions and Exercises

1. Make a list of twenty-five workers who helped to make your breakfast possible this morning.

2. Show by specific examples how it is more difficult to choose a vocation today than it was in your grandfather's time.

3. Ask ten adults, who have jobs, the following questions:

a. Are you doing the kind of work you would like to do?

b. If you were beginning again would you choose the same line of work?

Make a table showing the answers to these questions.

4. If possible, find out from several of these persons, the reasons why they are not in the right vocations. Ask them to tell where they made their mistakes.

5. If you know any drifter, that is, a person who has floated around from one occupation to another, write a brief story of his life. Point out where he made his mistakes.

6. Find some person who has chosen one line of work and has persevered in it until he has been successful. Write a brief history of his life and compare it with that of the

drifter: with respect to earnings, living conditions, welfare of his family, etc.

(Do not think that you must select an outstanding professional man; choose rather someone who has made a success as a butcher, shop foreman, proprietor of a garage, etc.)

### Readings

DAVIS, J. J., and J. C. WRIGHT: "You and Your Job," Chaps. I and II, John Wiley & Sons, New York, 1930.

FRYER, D.: "Vocational Self-guidance," Chap. I, J. B. Lippincott Company, Philadelphia, 1925.

ROSENGARTEN, W.: "Choosing Your Life Work," Chap. I, McGraw-Hill Book Company, Inc., New York, 1924.



## CHAPTER II

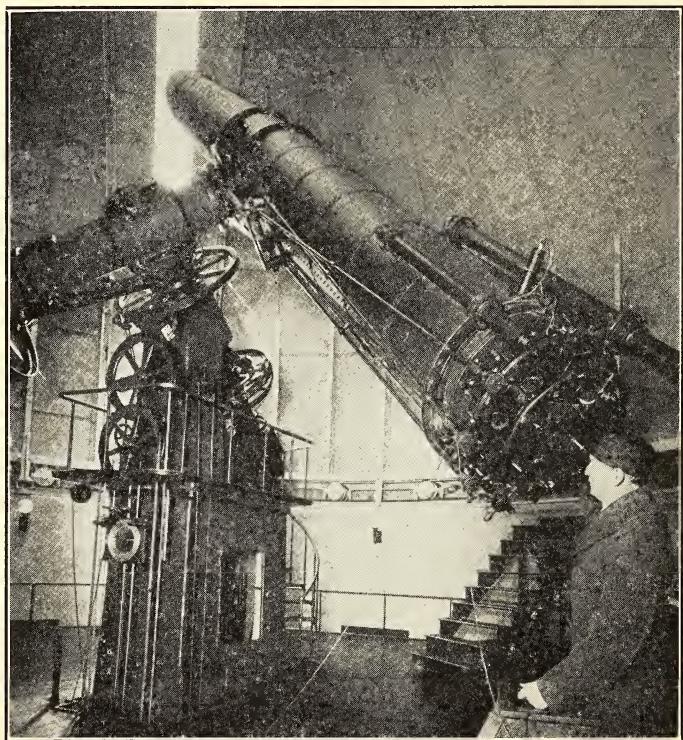
### LOOKING OVER THE VOCATIONS

One of the first things a person must do when trying to find the right vocation is to survey the occupations and see what they are. Young people are woefully ignorant of the vast number and variety of occupations which are open to them. Boys usually think first of the occupations of doctor, lawyer, engineer, and dentist; girls see only the occupations of stenographer and teacher. In one school where the vocational intentions of the pupils were studied, 66 per cent of the boys confined their choices to five occupations, and 83 per cent of the girls to five occupations. They left out of account entirely thousands of vocations which were more suitable than those they had selected.

Though we know there are thousands of occupations, we cannot determine the exact number. It varies according to the method by which we classify them. The United States Census mentions about 500 groups of occupations which may be subdivided many times.

In compiling the 1930 census figures, the United States Census Bureau listed 20,000 different jobs. We may confidently say that the number of available occupations lies between 2,000 and 20,000. The exact number can never be determined, for the occupations are changing constantly. The specialization which we described in Chapter I is continuing. An occupation

which exists today may tomorrow be divided into specialties and thus give birth to several occupations. As inventions arise new workers must be added to



The astronomer deals with objects thousands of miles away. (*Underwood and Underwood.*)

operate them, and so new occupations spring up. Keep in mind that the occupations are in constant change. Certain ones die out, new ones are born, and old ones change in various respects.

**A List of Occupations.** In order to help you obtain a bird's-eye view of the totality of occupations a list is given at the end of this chapter. As was just intimated, no list can be complete. But this compilation shows the main lines of endeavor. A few words should be said in explanation of it. For one thing, it is made on a *functional* basis; that is, each occupation is named according to the work which the worker does, not according to the kind of establishment in which he works. For example, an *adjuster* may work for a department store, gas company, telephone company, insurance company, and many other concerns.

It should also be noted that in some fields there are various forms of specialization. For example, there are many varieties of sailors and many offices which a sailor may hold. These the list does not show. But in some instances an attempt has been made to give a fairly complete enumeration of specialists, notably in the case of printer, engineer, musician and physician. It is hoped that this list will indicate the variety of occupations and the high degree of specialization that exists.

**Classifying the Occupations.** A helpful way to obtain an overview of the occupations is to classify them. The classification found most frequently in books on occupations is that adopted by the United States Census. While this classification is useful, it is not very helpful to one who wishes to choose a vocation:

- I. Agriculture, forestry and animal husbandry.
- II. Extraction of minerals.

III. Manufacturing and mechanical industries.

IV. Transportation.

V. Trade.

VI. Public service.

VII. Professional service.

VIII. Domestic and personal service.

IX. Clerical occupations.

**Manual or Intellectual.** Another basis on which the occupations may be classified is according to the amount of manual or intellectual effort required. Thus the work of a teacher is almost purely intellectual, while that of a watch repairer is more largely manual. But no perfect line of demarcation can be applied, since the teacher must perform some manual operations, such as writing and keeping records; and the watch repairer must perform some intellectual operations in deciding where to place each part. Still many occupations can be classified as either predominantly mental or predominantly manual.

**Degree of Skill Involved.** The occupations may also be grouped according to the degree of skill they require. On this basis they are sometimes classified as follows:

Unskilled, for example, trucking in a shipping room.

Semi-skilled, *e.g.*, pasting labels on bottles.

Skilled, *e.g.*, shoe repairman.

Technical, *e.g.*, engineer, chemical analyst.

Professional, *e.g.*, minister, librarian.

**Amount of Education Required.** Closely corresponding to the above classification is that based on the

amount of education or training required. For those occupations which require a considerable amount of skill almost inevitably demand a corresponding amount of education or training.

**Difference between Education and Training.** Here we should note the difference between education and training. Education is the amount of general knowledge one acquires, knowledge that is fundamental to a large number of occupations. Training is knowledge and skill pertaining to a particular vocation. Some occupations can be entered by one who has only a limited amount of general education and no special training, for example, street-car conductor; others require slightly more general education but no special training, for example, cashier in a store. Still others require a good deal of general education and also a large amount of training; as for example, surgeon. The following classes will serve roughly for grouping most of the occupations:

Occupations requiring no general education.

Occupations requiring only elementary (six or seven years) general education.

Occupations requiring elementary education with the addition of some special training (usually obtained in an apprentice course).

Occupations requiring high school education (12 years altogether) but no special training.

Occupations requiring some college work but no special training.

Occupations requiring the bachelor's degree.

Occupations requiring one year (beyond college) of specialized professional training of postgraduate grade.



Occupations requiring more than one year of specialized graduate training.

In making such a classification some difficulty is encountered because opinions vary regarding the amount of training and education that is absolutely necessary for success in a given calling. For instance, eminent librarians recommend that the librarian should spend four years in a college and in addition, two years in a school of library training. But the fact is, many successful librarians have not had this amount and kind of preparation. The explanation is that the standards in the occupation are rising and, in all probability, the librarian of the future will be required to have the greater amount of preparation now being recommended by the leaders in the profession. Standards are rising in most other lines of work, and so if you find some vagueness as to the exact amount and kind of education and training required in a certain vocation, you had better accept the maximum recommended rather than the minimum.

**Work with Things and Work with People.** Some attempt has been made to group occupations according to the amount of contact they require with inanimate objects or with people. Machine shop work and surveying require primarily manipulation of objects; while sales work and office management involve chiefly contact with human beings. Here again, no sharp line can be drawn, for almost all occupations call for some contact with both things and people.

**Classification Is Only of Partial Help.** Other bases might be used for the classification of the occupations;

but none, not even those mentioned, will permit a perfect classification. Probably no perfect classification is necessary for your task of selecting a vocation, but you should do some work along the lines indicated in this chapter so that you can see the differences between occupations and can more wisely make plans for your future. Your chief interest in the list of occupations here presented should be to use it as a panorama showing the great number and variety of vocations open to you. Study the list and use it as a guide in finding occupations that you do not know about. Exercises are given whereby you can make such explorations.

## LIST OF OCCUPATIONS

A	Actor
Able seaman	Adjuster:
Abstracter	Bank
Accommodator	Department store
Accordion maker	Insurance, etc.
Accountant:	Advertising copywriter
Actuary	Advertising counselor
Auditor	Advertising manager:
Certified Public Account-	Department store
ant	Journal
Cost	Aeronaut
Tax	Agent (rental, etc.)
Acetylene burner:	Ambassador
Cutter	Animal trainer
Welder	Annealer
Acrobat	Appraiser:
	Antiques



Appraiser:—(*Continued*)

## B

Custom house	
Jewelry, etc.	Babbitter
Architect:	Baggage-agent (master)
Landscape	Bailiff
Naval	Baker
Armature winder	Balloonist
Art director	Banker:
Artificial flower maker	Cashier
Artist:	Currency Counter
Commercial illustrator	Teller
Cartoonist	Barber
Etcher	Baseball manager
Painter	Baseball player
Sculptor	Basket maker
Assayer	Bath-house keeper
Assembler:	Batteryman
Automobile	Bee keeper
Electrical parts	Bell-boy
Bookbinding, etc.	Bibliographer
Assessor	Bill poster
Assorter	Billiardist
Athlete	Binder
Attendance officer	Bird keeper or raiser
Attendant:	Blacksmith
Amusement park	Bleacher
Bath	Blender:
Gasoline filling station	Coffee
Theater, etc.	Flour
Auctioneer	Tea, etc.
Automobile mechanic	Blood donor
Aviator	Blueprint maker

Boarding-house keeper	Calcliminer
Boat builder	Calculating-machine opera-
Boiler maker	tor
Bookbinder	Calenderer
Bookkeeper	Calibrator
Bookmaker	Calker
Bootblack	Camp Counselor
Bootmaker	Camp director
Bottler	Candler
Boxer	Candy maker
Boxmaker	Caner
Brakeman	Canner
Brickmaker	Carburetor expert
Bricklayer	Caretaker
Broker:	Carpenter
Plays	Cartographer
Stocks and bonds	Carver:
Theater tickets, etc.	Leather
Broommaker and brush-	Wood
maker	Stone, etc.
Bus boy	Cashier
Butcher	Caster:
Butler	Metal
Butter maker	Pottery
Button maker	Cataloguer
Buyer	Caterer
	Cattleman
	Cement worker
	Chambermaid
	Charwoman
	Chauffeur
	Checker
	Check-room attendant

Cheesemaker	Contractor
Chef	Cook
Chemist	Cooper
Chimney sweep	Correspondent
Chiropodist	Corsetier
Chiropactor	Cosmetician
Christian science practi- tioner	County agent
Cider maker	Cowboy
Cigar maker	Crane man
Circus performer	Credit man
City manager	Cruise conductor
City planner	Curator
Claim adjuster	Custodian
Clam digger	Cutter:
Clerk:	Leather work
File	Oxy-acetylene
Ledger	Rubber work
Mailing	Tailor, etc.
Stencil	
Transit (bank), etc.	<b>D</b>
Clockmaker	
Clown	Dairyman
Coach (athletics)	Dancer:
Coachman	Aesthetic
Cobbler	Ballet
Collector	Ball room
Companion	Tap dancer
Concrete mixer	Teacher of dancing
Conductor:	Deliveryman
Railroad	Demonstrator
Street car, etc.	Dental assistant
Constable	Dental mechanic

Dentist:	Distributor
Exodontist	Diver
Oral Surgeon	Doctor of public health
Orthodontist	Dog breeder
Prosthodontist	Dog catcher
Pedodontist	Dog handler
Periodontist	Dollmaker
Department-store worker:	Doorman
Head of stock	Draftsman:
Marker	Aeronautical
Merchandise	Architectural
Section manager	Architectural bronze
Designer:	Auto body
Architecture	Cabinet work
Costume	Concrete
Furniture	Electrical
Stained glass	Furniture
Stage	Garment pattern
Textile, etc.	Marine
Detective:	Mechanical
Private	Ornamental iron
On police force	Patent office
For a company	Sanitary
Diemaker	Sheet metal
Die setter	Silverware
Dietitian	Statistical
Diplomat	Store front and fixture
Director	Stone
Dishwasher	Structural
Disinfecter	Topographical
Dispatcher	Woodworking
Distiller	

Dramatic reader

Draper

Dressmaker

Driller

Dry cleaner

## E

Educator:

Educational director (industry)

Teacher:

(In public schools alone there are 363 different kinds of teachers—listed by Marjorie Rankin in, "Trends in Educational Occupations," Bureau of Publications, Teachers College, Columbia University, 1930.) Example, kindergarten teacher, teacher of Latin, autorepairing, etc.

Other types of educators in public and private schools are:

Adviser

Attendance officer

Educator:—(*Continued*)

Placement officer

Principal

Superintendent

Supervisor

Workers found in colleges are:

Bursar

Dean

Matron

President

Professor

Provost

Registrar

Social director

Electrician

Electrochemist

Electrotherapist

Electrotypewriter

Elevator operator

Elevator starter

Embossing:

Bookbinding

Leather work

Photography, etc.

Embroiderer

Employment agent

Enameler

Engineer:

Stationary

Steam railroad, etc.

Engineer (technical):	Exporter
Aeronautical	Express agent
Agricultural	Exterminator
Architectural	Extractor
Ceramic	
Chemical	F
Civil	
Electrical	Farmer:
Electro-chemical	Dairy
Fire-protection	Stock
Flour-mill	Wheat, etc.
Gas	Feather maker
Geological	Filling-station operator
Hydraulic	Finger-print expert
Industrial and commercial	Finisher:
Marine	Furniture
Mechanical	Metal
Mining	Photographic, etc.
Petroleum	Fireman:
Radio	Fire department
Railroad	Locomotive
Sanitary	Stationary
Sugar	Forge
Textile	Steamship
Ventilating	Ore drilling, etc.
Engraver:	Fisherman
Printing	Flagman
Jewelry, etc.	Floor layer
Errand boy (or girl)	Floorman
Estimator	Florist
Examiner	Fluoroscopic technician
	Footman





Inspector:—(*Continued*)

Elevator  
Meat  
Railroad, etc.  
Instrument maker  
Interior decorator  
Interpreter  
Interviewer  
Inventor  
Investigator

## J

Janitor  
Jeweler  
Jobber (wholesaler, all lines)  
Jockey  
Journalist:

Circulation manager

Columnist

Copy reader

Editor:

Art

City

Dramatic

Exchange

Financial

Feature

Literary

Make-up

Music

Market

Radio

Journalist:—(*Continued*)

Editor:

Rewrite

Society

Sport

Sunday

Telegraph

Woman's

Feature writer

Novelist

Literary agent

Reporter

Justice of the peace

## K

Keeper:

Prison, etc.

Knitter

## L

Labeler

Laborer

Lacemaker

Lamp-shade maker

Lather

Laundry worker:

Checker

Hand ironer

Marker

Pressing machine oper-  
ator

Lawyer



Monotypist	Musician:—( <i>Continued</i> )
Mortician	Clarinetist
Motion- and talking-picture workers:	Composer
Cameraman	Conductor:
Director	Band
Film editor	Chorus
Film splicer	Orchestra
Scenario editor	Cornetist
Scenario writer	Cymbalon player
Operator	Drum major
Title writer	Drummer
Motorcyclist	English horn player
Motorman	Euphonium player
Mover	Flageolet player
Musician:	Fluegelhorn player
Accordionist	Flutist
Alto horn player	French horn player
Arranger	Guitarist
Band master	Harpist
Banjo player	Harpsichord player
Balalaika player	Helicon player
Baritone horn player	Librettist
Bass horn player	Mandolin player
Bass viol player	Marimba player
Basset horn player	Mellophone player
Bassoon player	Oboe player
Bugler	Organist
Cantor	Performer on instruments of percussion
Carillonneur	Pianist
Celeste player	Piccolo player
Cellist	Saxophone player
Choirmaster	Singer

Musician:—(*Continued*)

Teacher (any of these fields)

Theremin player

Traps performer

Trombone player

Trumpeter

Tuba player

Viola player

Violinist

Zither player

Zylophone player

Operator: (all kinds of machines):—(*Continued*)

Crusher

Drill press

Hoist

Optician

Optometrist

Organ tuner

Organizer

Labor unions, etc.

Osteopathic physician

## P

## N

Newsboy

Nurse, graduate:

Anaesthetist

Dental

Institutional

Private duty

Public health

Nurse, practical

Nurseryman

## O

Occupational therapist

Oiler

Operator (all kinds of machines):

Billing machine

Crane

Packer:

Factory

Store

Warehouse, etc.

Painter

Paperhanger

Patent examiner

Pattern maker

Pawnbroker

Paymaster

Personnel director

Pharmacist

Philatelist

Photographer

Photostat operator

Physical director

Physician (M.D.):

Allergist

Aurist (otologist)

Physician (M.D.):—( <i>Con-</i>	Plumber
<i>tinued</i> )	Poet
Cardiologist	Policeman
Dermatologist	Polisher
Epidemiologist	Politician
Gastroenterologist	Porter
Gynecologist	Poultry raiser
Haematologist	Potter
Internist (diagnostician)	Presser
Laryngologist	Printer:
Neurologist	Binder
Obstetrician	Bankman
Oculist	Copy cutter
Ophthalmologist	Copy holder
Orthopedic surgeon	Electrotypewriter
Pediatrician	Feeder (press)
Psychiatrist	Layout man
Rhinologist	Linotype operator
Surgeon	Lockup man
Physiotherapist	Lithographer
Piano regulator	Monotype operator
Piano tuner	Photoengraver
Pickler	Pressman
Pigeon fancier	Cylinder
Pigeon trainer	Web
Pile driver	Rotogravure
Pilot	Offset
Plasterer	Stereotyper
Plater:	Prize fighter
Brass	Probation Officer
Chromium	Program director (broad-
Nickel, etc.	casting station)
Playground director	Prohibition agent



Ropeman  
Runner

## S

Sailmaker

Sailor

Salesperson:

Bond

Insurance

Real estate

Retail store

Traveling, etc.

Sample mounter

Sampler

Sawyer

Scientist:

Anthropologist

Archaeologist

Astronomer

Bacteriologist

Biologist

Botanist

Chemist

Ecologist

Economist

Entomologist

Ethnologist

Geographer

Geologist

Mathematician

Ornithologist

Paleontologist

Scientist:—(*Continued*)

Pathologist

Philologist

Physicist

Physiologist

Psychologist

Sociologist

Zoologist

Scissors grinder

Scout executive

Sealer

Seamstress

Secretary:

Business (private)

Executive (Chamber of

Commerce, etc.)

Social, etc.

Section Hand

Sexton

Sheetmetal worker

Sheriff

Shipwright

Shoemaker

Shopper

Siderographer

Sign painter

Signalman (railroad)

Slaughter-house worker

Social worker:

Camp counselor

Camp director

Case worker

Home visitor



Social worker:—( <i>Continued</i> )	Stock (store) keeper:
Officer in Y. M. and Y. W.	Factory
C. A.; Y. M. and Y. W.	Wholesale
H. A.; Knights of	Street cleaner
Columbus, etc.	Structural steel worker
Playground director	Superintendent
Psychiatric worker	Building
Red Cross worker	Construction
Settlement worker	Factory
Soda-fountain dispenser	Hospital, etc.
Soldier	Switchman
Sorter	
Stable boy	T
Station agent (railroad)	
Station master (railroad)	Tailor
Statistician	Bushelman
Steamfitter	Buttonhole maker
Steam-miller worker	Taxi driver
Stevedore	Taxidermist
Steeplejack	Tearoom manager
Steward	Teamster
Stock-boy (or girl)	Teataster
Stoker	Telegrapher
Stone cutter	Telephone installer
Structural iron worker	Telephone operator:
Stylist	Company
Surveyor:	Private branch exchange
Axeman	
Chainman	Tender
Rodman	All kinds of machines
Levelman (transitman)	Tent and awning maker
Stenographer	Tester:
Stenotypist	Electric meters, etc.

Theater worker:	Troubleman (electric light or telephone company)
Advance agent	Truant officer
Ballet master	Truck driver
Booking agent	Trucker
Caster	Typist
Chorus man (woman)	Typewriter repairer
House manager	
Play-broker	U
Play-reader	
Playwright	Umbrella maker
Press agent	Umbrella mender
Producer	Umpire
Prompter	Undertaker
Property man	Upholsterer
Puppeteer	Usher
Scenic director	
Stage director	V
Stage hand	
Usher, etc.	Valet
Tile setter	Veterinary
Timekeeper	Vocational counselor
Time-study man	Vulcanizer
Tinsmith	
Tire repairer	W
Toolmaker	
Tracer	Wagon boy
Track walker	Wagon maker
Trader	Waiter
Trafficman	Warden
Traffic manager	Watchmaker
Translator	Watchman
Trapper	Weaver
Tree surgeon	Weigher

Welder:	Woodworker
Acetylene	Wrapper
Electric	Wrecker
Wheelwright	Wrestler
Wholesaler	
Wigmaker	Y
Window decorator	Yard man
Window washer	Yardmaster
Wiper	Yeastmaker

### Questions and Exercises

1. Write the names of all the vocations you can think of in three minutes.

2. Classify the following vocations according to the bases suggested below: Mail-carrier, salesperson (store), book-keeper, policeman, violinist, linotypist, interior decorator, draftsman, photographer, air-mail pilot, lawyer.

The classification used in the United States Census  
(see page 15).

Chiefly manual or chiefly intellectual.

Degree of skill required.

Amount of education needed.

Work with things or work with people.

Any other basis.

3. Classify the occupation of your father according to the above-named bases.

4. If your city has a classified business directory, count the number of different kinds of retailers mentioned.

5. Name the fields of specialization in which a worker in one of these fields might engage: Beauty specialist, professional athlete, lawyer, appraiser, candy maker, athletic coach, cook, photographer.

6. Ask your father or some one else to tell you of an occupation that has been broken up recently into a number of specialized occupations.

7. The invention of machinery to replace human workers is one factor in the process of subdividing occupations. Give examples. Mention other factors besides inventions.

8. Name several occupations that have developed from the trades of carpenter and beauty specialist.

9. The invention of machines saves people's strength. Give examples.

10. Write an essay entitled, "What I should like to be."

### Readings

DAVIS, J. J., and J. C. WRIGHT: "You and Your Job," Chap. III. John Wiley & Sons, Inc., New York, 1930.

FRYER, D.: "Vocational Self-guidance," Chap. IV, J. B. Lippincott, Philadelphia, 1925.

PLATT, RUTHERFORD: "Manual of Occupations," G. P. Putnam's Sons, New York, 1929.

## CHAPTER III

### HOW TO STUDY AN OCCUPATION—CONDITIONS AND REQUIREMENTS

After securing a bird's-eye view of the occupations in which people engage, select three or four vocations which you are considering favorably, and investigate them carefully. Study them as you would study American history, botany, or chemistry. There are three headings under which to conduct your inquiry: Conditions of Work, Requirements and Rewards (see Chap. IV for Rewards).

#### CONDITIONS OF WORK

The first thing to ask is; What kind of work does one do in this occupation? As you consult the sources of information to be described in later chapters, write a brief statement showing, in general, the duties of the worker. For example, in studying the occupation of tree surgeon you would describe his duties as follows:

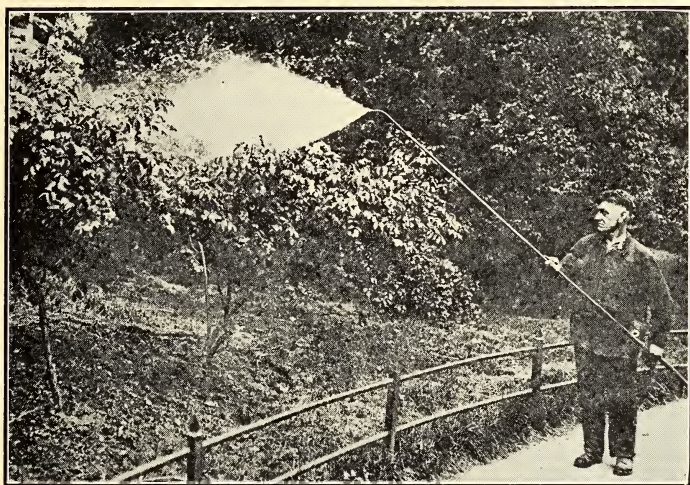
The tree expert climbs trees and prunes them; that is, hoisting himself up by means of ropes, he cuts off, with saws, knives, and large shears, the branches that hinder the tree's best growth.

In the case of trees that show a tendency to split, he braces them with bands of iron and other materials.

He "feeds" trees that are undernourished, by an interesting process of injecting specially prepared "food" into the soil around the trees.

In order to ward off injurious insects he sprays trees with liquids.

A highly technical branch of the work is tree surgery. The tree surgeon treats trees that have decayed spots, by digging out the decayed matter and filling the cavity with cement or other materials, much as a dentist fills a decayed tooth. In this operation he may use power drills.



Spraying trees to ward off injurious insects—one of the duties of the tree expert. (*Underwood and Underwood.*)

While this is only a bare outline of the work a tree expert performs, it will indicate the way in which you should describe the duties of a worker in the occupation you are studying. If the vocation has a number of branches, select one and describe the work involved in it. You will then ask a number of important questions, such as:



What are the steps through which one advances to the higher positions? (See Chapter VIII.)

What are the hours of work?

Is the work seasonal?

Are there any particularly unhealthy features about the work?

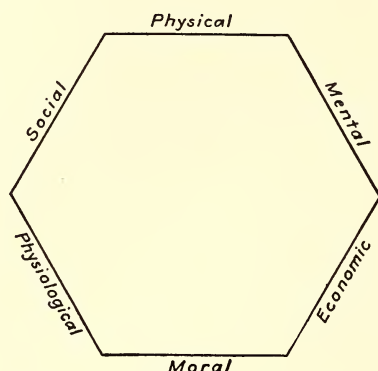


FIG. 1.—The vocational hexagon showing points of view from which a vocation should be studied. (*Reproduced from the author's book, "How to Find the Right Vocation," by permission of Harper and Brothers.*)

Are there any immoral or unethical features?

How many persons are engaged in this occupation: in the United States, in your state, in your community?

**The Vocational Hexagon.** There are hundreds of such questions which one should ask before deciding on a vocation. In order that you may include them all, consider the vocation from each of the points of view represented in Figure I. This we call the vocational hexagon, because it bears on each of its six sides the name of a point of view from which every vocation should be considered. We shall illustrate its use in discussing the requirements of the occupation. Then



you can use it in dealing with the conditions and rewards as well.

### REQUIREMENTS

By the requirements of the vocation we mean the qualifications one must have to enter it. Should one be a man or a woman; tall or short; must he have a high school education; and so forth?

**Physical.** Are there any particular physical qualities the worker must possess; any limitations as to sex, age, height, and weight? A few occupations make heavy demands on physical strength and endurance, but most of them require only the physical equipment of the average person.

**Physiological.** By the physiological point of view we mean the condition of the organs of the body—heart, lungs, digestive system, sense organs, etc. Certain occupations make special demands on various organs of the body. For example, to be an aviator one must be able to maintain his sense of direction even when he is flying head downward and he must be able to endure the reduced air pressure of high altitudes. A few other occupations make special demands, but most lines of work can be safely entered by one who has the physiological equipment of the average person.

**Physical and Physiological Handicaps.** Indeed, cases are on record of persons who have succeeded in an occupation though suffering under what appeared to be a positive handicap. Here, for example, are a

number of lines of work in which blind persons are engaged:

Advertising manager.

Hospital orderly.



Welding with the electric arc. (*Underwood and Underwood.*)

Manager of hardware store.

Ice cream packer.

Journalist.

Inspector of axles (automobile plant).

Tax collector.  
Tester of armatures.  
Bee keeper.  
Dog fancier.  
Canary fancier.

Surely we should not have expected blind persons to enter these occupations. The secret of their success is that they have compensated for their handicap by exercising some other quality. So you, in spite of a physical or physiological handicap, may be able to succeed in an occupation by exercising some trait that will counterbalance your handicap.

**Occupational Hazards.** While examining an occupation from the physical and physiological points of view you should inquire concerning the likelihood of accidents in it. Some lines of work present many chances for accidents: for example, operating a certain type of shaper in a furniture factory.

Certain lines of work also give rise to peculiar diseases. For example, mail carriers and street-car motormen are likely to develop flat feet; painters are exposed to lead poisoning; telegraphers may get telegrapher's cramp; workers in the electroplating industry sometimes get nickel-itch. Watch out for such hazards if you are prone to certain forms of physical or physiological weakness.

**Mental.** Under the mental requirements of the occupation we may ask: How much intelligence is needed? (By intelligence we mean "mental alertness.") The occupations differ in the amounts they

require. They may be roughly grouped into five classes:

Unskilled occupations, such as street sweeper, require barely as much intelligence as that possessed by a six-year-old child.



A tinsmith at work. (*Courtesy of Electrical Research Products, Inc.*)

Semiskilled jobs, such as pasting labels on cans and running elevators, require more.

Skilled occupations, such as the trades, demand that one be able to master a number of intricate skills, involving an apprenticeship of two or three years. It might be remarked that persons who are willing to spend this relatively long period in acquiring skill in a trade are quite rare. Really good workmen in the trades are scarce and are almost always sure of employment. Training in one of these trades is so valuable that Benjamin Franklin remarked, "He that hath a trade hath an estate"; that is, he has a fortune which no one can take from him.



A group of occupations requiring still more intelligence, at least of an abstract kind, might be called technical or semiprofessional. It includes such vocations as bookkeeper, stenographer, and salesman.

Finally, there are the professions, such as physician, minister, and architect which require a college education of four years or more. These demand more intelligence than any of the occupations in the other groups.

Of course, the line between any two of these groups can not be drawn with perfect accuracy. There is some overlapping. For example, some of the occupations in the technical group do not require much more intelligence than some of those in the skilled group; and some of those in the technical group demand about as much intelligence as do certain ones in the professional group. But, in general, the vocations require increasing amounts of intelligence in the order named. Find out, by whatever means you can, where your occupation lies in this classification. Then you can examine your qualifications for it according to the methods to be described in Chapter IX.

**Interest.** Another mental requirement is an interest in the occupation. Surely one should not choose a type of work that is distasteful to him. But there are ways of overcoming dislike, or lack of interest, which we shall describe in Chapter XVI.

**Special Capacities.** The occupation you are considering may require mental capacities of a specific kind; for example, the musician must be able to

discriminate between tones and to keep time and rhythm.

**Skills.** Whatever be the special skills involved you should make a list of them. For example, the engineer makes much use of mathematics; the typist must know how to spell.

**General Education and Special Training.** How much general education is necessary, and how much special training? For a full discussion of this matter see Chapters XI and XII.

**Economic Point of View.** Questions to be asked under this heading are: How much capital is needed in order to make a start in the vocation? How much will the training cost? The earnings also constitute an important economic item. We shall discuss them in connection with Rewards, page 49.

**Social Point of View.** By the social aspect of the occupation we mean the amount of contact with people which it involves. Some occupations, such as that of laboratory technician, require relatively little; but other occupations, such as that of salesman, involve almost exclusively relations with people. As we suggested in Chapter II, the occupations may be classified under one of two headings: work with things and work with people. This division will not work exactly, for some callings involve both. Still there may be a preponderance of one or the other. Find out which is more important in the vocation you are studying. Naturally, a person who does not get along easily with other people should avoid an occupation where sociability is of prime importance. On the

other hand, if one possesses this admirable gift and if he has a wide circle of friends who can help him, he may turn these circumstances into distinct vocational assets.

**Moral Point of View.** Finally you should inquire into the moral aspects of the vocation. There are some occupations which are forbidden by law. Obviously, it would be wrong to enter them. Even some kinds of work that are permitted, while not essentially immoral in themselves, present almost unavoidable temptations to do wrong. Some involve evil associations. If there is any likelihood that you might yield to such temptations, avoid these occupations. A man's vocation should be the means by which he grows in character and by which he glorifies his Creator. Accordingly, you should scrutinize an occupation carefully in order to see that it is one which will help you to build up your character.

### Questions and Exercises

1. In the list of occupations in Chapter II count the occupations of which you have never heard.
2. Name ten which you would like to investigate somewhat; three which you would consider for further study.
3. Write an essay describing briefly the things one does in the occupation you are going to study.
4. Mention occupations in which the following disabilities would be a handicap: blindness, nearsightedness, farsightedness, deafness, crippled legs.
5. Describe the case of some one who, in spite of a physical or physiological handicap, has succeeded in his occupation.



6. Mention three occupations that present many chances for accidents to workers.

7. Name several occupations that are immoral; several in which unethical practices are common.

8. Explain Franklin's proverb "He that hath a trade, hath an estate."

### **Readings**

DAVIS, J. J., and J. C. WRIGHT: "You and Your Job," Chap. III, John Wiley & Sons, Inc., New York, 1930.

ROSENGARTEN, W.: "Choosing Your Life Work," Chaps. IV and VI, McGraw-Hill Book Company, Inc., New York, 1924.

## CHAPTER IV

### HOW TO STUDY AN OCCUPATION—REWARDS

#### REWARDS

Under this heading comes the question, What shall I get out of the vocation? The first thing one naturally thinks of in this connection is money. And it is an important matter. In seeking information about earnings, however, you will encounter a number of difficulties.

**Impossibility of Finding Figures.** As you read the literature on vocations you will find few figures showing exact earnings. This is due in part to the fact that secrecy surrounds the question. Most people are reluctant to give this information. Firms employing large numbers of workers rarely publish their scale of wages.

**The Amounts Earned in an Occupation Vary.** Then in any occupation the amounts earned by various workers vary. For example, there is a list on page 50 of commissions earned by 100 traveling salesmen selling rubber footwear.

As you see, they range from \$2,500 to \$20,000. While this range of earnings shows what are the possibilities in the occupation, it may be misleading, for very few workers earn the maximum and the minimum amounts. Lacking a better measure, we might use the earnings

TABLE II.—COMMISSIONS EARNED BY 100 SALESMEN<sup>1</sup>

1.....	\$20,430	35.....	\$4,849	68.....	\$3,679
2.....	13,749	36.....	4,839	69.....	3,658
3.....	11,272	37.....	4,753	70.....	3,642
4.....	11,138	38.....	4,737	71.....	3,608
5.....	9,554	39.....	4,691	72.....	3,473
6.....	9,037	40.....	4,647	73.....	3,419
7.....	8,724	41.....	4,625	74.....	3,412
8.....	8,065	42.....	4,607	75.....	3,387
9.....	7,968	43.....	4,523	76.....	3,374
10.....	7,909	44.....	4,488	77.....	3,342
11.....	7,580	45.....	4,465	78.....	3,317
12.....	7,352	46.....	4,451	79.....	3,315
13.....	7,333	47.....	4,448	80.....	3,291
14.....	7,121	48.....	4,379	81.....	3,253
15.....	6,602	49.....	4,362	82.....	3,201
16.....	6,501	50.....	4,325	83.....	3,189
17.....	6,166	51.....	4,313	84.....	3,130
18.....	6,104	52.....	4,312	85.....	3,129
19.....	5,884	53.....	4,230	86.....	2,976
20.....	5,874	54.....	4,184	87.....	2,964
21.....	5,770	55.....	4,179	88.....	2,894
22.....	5,641	56.....	4,111	89.....	2,847
23.....	5,598	57.....	4,027	90.....	2,842
24.....	5,575	58.....	4,002	91.....	2,805
25.....	5,497	59.....	3,979	92.....	2,729
26.....	5,430	60.....	3,900	93.....	2,710
27.....	5,419	61.....	3,893	94.....	2,654
28.....	5,295	62.....	3,878	95.....	2,622
29.....	5,138	63.....	3,851	96.....	2,595
30.....	5,096	64.....	3,796	97.....	2,590
31.....	4,927	65.....	3,744	98.....	2,567
32.....	4,922	66.....	3,742	99.....	2,556
33.....	4,913	67.....	3,707	100.....	2,537
34.....	4,893				

<sup>1</sup> In addition to these commissions, the salesmen also received traveling expenses. Reproduced from the author's book, "The Psychology of Vocational Adjustment," by kind permission of J. B. Lippincott Company.

received by the middle 50 per cent, that is, those salesmen standing between the twenty-fifth and seventy-fifth places.

**Some Occupations Are Seasonal.** Another complicating factor is the seasonability of certain occupations. For example, if the pay for bricklayers in your locality is \$1.25 an hour, you might compute the yearly earnings of a bricklayer as \$2,860, on the basis of a 44-hour week for 52 weeks. This would be mis-

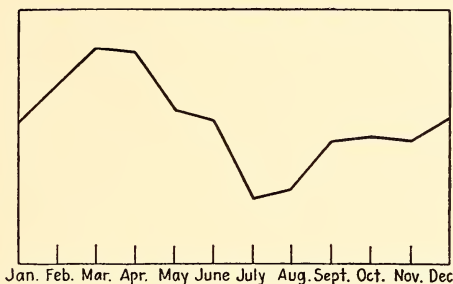


FIG. 2.—Showing irregularity of employment in the millinery trade.

leading, however, for on actual investigation you would find that the bricklayer does not work 52 weeks in the year. Bad weather may interfere with his work, lack of new construction may prevent him from working; and so altogether he may work only 40 weeks, thus earning only \$2,200 instead of \$2,860.

This bane of seasonability afflicts workers in many occupations—carpenters, paperhangers, painters and manufacturers of ice cream. For an example, see Figure 2 which shows the irregularity of employment in the manufacture of millinery goods. The vertical units on the left indicate, in relative terms, how many persons were employed by manufacturers of millinery in each month of the year. As you see, the periods of

greatest activity were the spring and fall; the summer months were dull.

It will behoove you to examine an occupation carefully to see if it is seasonal. If it is, you had better safeguard yourself against unemployment by choosing a second occupation—one in which the busy season coincides with the dull season in the field of your first choice. Thus, the industry which supplements the millinery trade is that of lamp-shade maker; and girls who choose the former occupation are advised to prepare themselves for the latter as well.

**Wages Vary According to Locality.** A wage in one locality, for example, New York City, is not comparable with the same wage in another locality, for example, Harper, Kansas. In the large city, an income of \$10,000 might give a physician only a bare living, while in the latter place it would enable him to live in comparative luxury. The reason, as you can readily imagine, lies in the difference in expenses which the two physicians must bear. An investigation made by the publishers of the journal *Medical Economics* showed that the yearly expenses (for living and for carrying on the practice) of a number of physicians in metropolitan areas were, on the average, \$9,024, while the expenses of physicians in country districts were only \$4,650. On the basis of his \$10,000, the city physician would have left only \$776, while the country physician earning the same sum would have left \$5,350. In computing earnings, then, you should consider the economic conditions in the locality where you expect to work.

**Earnings Vary According to Length of Service.** If you were to tabulate the earnings of all the workers in a given occupation you would find that, generally

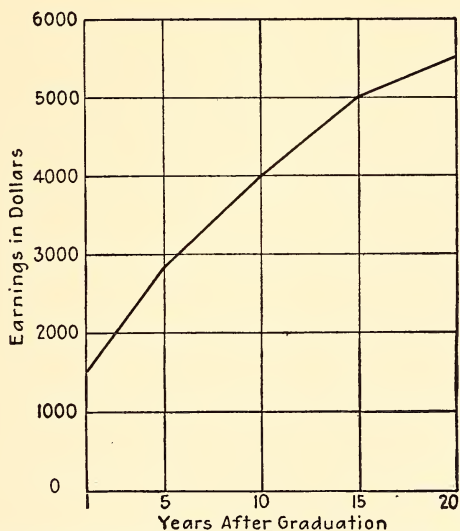
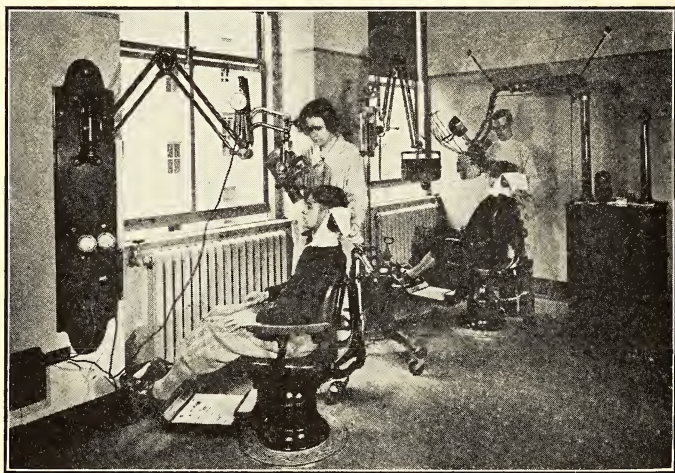


FIG. 3.—Showing earnings of engineers, one, five, ten, fifteen, and twenty years after graduating from college.

speaking, those who had been in the occupation ten years or longer were earning more than those who had been in it a shorter length of time. This is evident in the accompanying chart, showing the earnings of graduate engineers arranged in groups; one, five, ten, fifteen and twenty years after graduation from engineering college. As you see, it would be unfair to take a total average as the figure representing the earnings of engineers. One should, instead, use a figure which takes into account the number of years which the workers have served in the occupation.



**Opportunity for Advancement.** While considering the financial rewards, you should fasten your eyes not on the immediate pay to be secured when you first enter the occupation, but on the amounts to be earned at later stages of advancement. Ask yourself: Is there

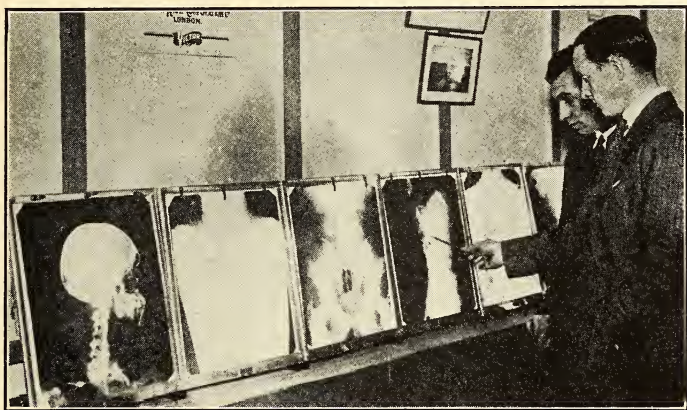


X-ray operators at work. (*Underwood and Underwood.*)

opportunity to advance in the vocation? What are the earnings I might expect when I reach the higher rungs on the ladder? (This will be dealt with more thoroughly in Chapter VIII.) In many jobs the beginning pay is relatively high and young people are often dazzled. But in these cases the beginner's job is all one can look forward to, for there are no avenues of promotion. It is better, then, to choose a line of work where the pay is low at the start and where there are positions to which you can climb and in which you can make more money as time goes on.



**Nonfinancial Rewards.** But there are rewards other than money, which occupations offer. Many of these far outweigh the financial compensations. Some occupations furnish opportunity for social preferment. For example, the post of minister to a foreign country



Interpreting pictures taken with the X-ray. (*Underwood and Underwood.*)

does not carry a very large salary, but it permits one to mingle with leaders high in social and political circles. Work in a bank does not bring a large salary, but it gives one contact with agreeable people. To some people these advantages offset the meager financial returns. In other chapters (IX and XIII) we shall discuss placing too much emphasis on the social rewards.

**Self-expression.** One of the most important kinds of reward is the opportunity for expressing one's inmost self. Through his vocation a man can make something that will bear the stamp of his personality.

The architect who plans a building, the author who writes a book, the artist who paints a picture, the musician who composes a song—all regard the product of their effort as a creation of their own. It is a veritable part of themselves which they give to the world. And their joy comes from the act of creating something. While this reward is more obvious in the so-called creative arts, it may operate in connection with any vocation. The janitor who keeps a room or a building spick and span; the gardener who tends the flower beds; the woman who bakes a cake; the automobile mechanic who tunes a motor—they too have their reward in the consciousness of having created something and of having done their work well. And this feeling is quite as important as the monetary reward they receive. Accordingly, in listing the rewards of an occupation, you should give high place to the opportunity it may offer for the particular type of self-expression you require.

**Opportunity for Serving Others.** In the case of certain occupations the outstanding reward is the opportunity to serve one's fellows in a particular way. Thus the nurse may count as her chief recompense the joy of helping her patients get well; the mail carrier is rewarded by the pleasure which the contents of his mail bag bring to the people on his route; the religious worker receives meager wages, but he is content with the pay that comes from bringing spiritual comfort to those who need it. Any occupation may serve as the medium through which you can help people. If other rewards are inadequate, you can still find satisfaction

in a calling that permits you to serve your fellow men in some intimate and unique way.

**Rewards Are Usually Multiple.** In this discussion we have spoken as though the various types of reward operated independently of each other. In actual fact such is rarely the case. A person who is in the right vocation usually receives his reward in several of the forms we have described. In certain vocations the financial returns are of little importance as compared with the high rewards that come in other coin.

#### OUTLINE FOR USE IN STUDYING AN OCCUPATION

We may summarize the directions given in these two chapters in terms of the following questions. While you will not be able to see the full force of some of them until after you have studied succeeding chapters, you will be helped in your further study and in your review by following this outline. The actual process of investigating the occupation will take a long time and will require that you consult many sources—books, magazine articles, and people who are engaged in the occupation. We shall describe these sources in detail in following chapters.

#### Conditions of Work:

What are the duties one performs in the occupation?

What are the divisions or separate fields in the occupation?

What is the job in which one usually begins?

What are the steps through which one advances to higher positions?

What are the hours of work?

Is the work seasonal?

If so, what are the busy months; the slack months?

Are there any particularly unhealthy features about the work?

Are there any immoral or unethical features?

How many persons are engaged in the work?

Is the occupation overcrowded?

Is it likely to grow?

Is it unionized?

What is the best way to get a job in this field?

### **Requirements :**

How old must one be in order to enter the occupation?

Are there any special requirements as to height, weight, strength, etc.?

Are any of the special senses particularly involved?

What personal traits are most often mentioned in connection with the occupation?

Is the activity involved chiefly mental or physical?

Does it require more than average intelligence?

Is it predominantly social—that is, does it require one to deal largely with people; if so, with what class of people?

How much general education is necessary?

What kind of special training is needed?

How long a time is required for special training?

Where can it be obtained: how much in educational institutions; how much on the job?

How much will it cost?

### **Rewards :**

On what basis is a worker paid in this occupation: by the hour, piece, day? How often is the salary paid?

How much can one earn by overtime work?

Is a bonus paid?

How much is the average pay: on a beginner's job; at later stages of advancement?

How much might one expect to earn after ten years of service in the occupation?

Are there provisions for sick benefits, profit-sharing, pension, workmen's compensation?

How much vacation is given with pay?

What are the chief rewards of a nonfinancial nature?

### Questions and Exercises

1. What is meant by a seasonal occupation? Mention a seasonal occupation in your community.

2. In one column write all the advantages you can see in the occupation you are studying; in another column write the disadvantages.

3. In Table II find the average earnings of the salesmen. Find the limits between which the middle 50 per cent fall, that is, the amounts earned by the twenty-fifth and seventy-fifth man. How much did the midmost man receive?

4. Mention three occupations in which the rewards are chiefly social; several in which they are chiefly intellectual.

5. Mention several occupations that give especially good opportunity to render immediate service to individuals. Indicate the type of service rendered, thus:

Occupation:

Service Rendered:

Nurse.

Comfort the sick.

6. Write an essay on this subject: My Second Choice of a Vocation.

## CHAPTER V

### FINDING INFORMATION IN BOOKS AND MAGAZINES

The easiest way to find the books and articles that have been written on an occupation is to consult a Bibliography on Occupations. (A bibliography is a list of books relating to any given subject.) Three such bibliographies have been published for your special benefit:

ALLEN, FREDERICK J.: "A Guide to the Study of Occupations," rev. ed., Harvard University Press, Cambridge, 1925.

PARKER, W. E., and D. H. MOYER: "Vocational Information, A Bibliography for College and High School Students," University of Michigan, Ann Arbor, Mich., 1928.

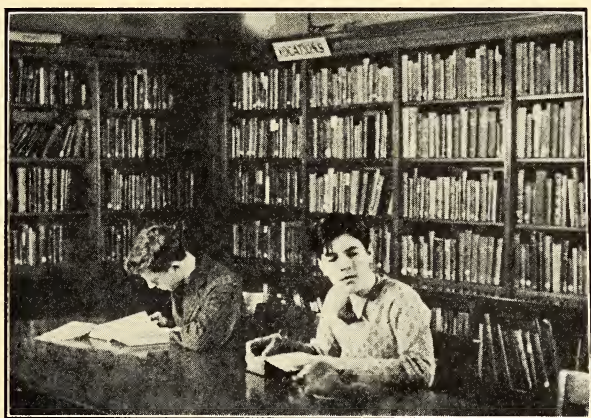
INSTITUTE OF WOMEN'S PROFESSIONAL RELATIONS: "Occupations for College Women, A Bibliography." North Carolina College for Women, Greensboro, N. C., 1929.

Ask your librarian for a copy of one of these bibliographies and look in it for the occupation you are studying. Suppose it is the occupation of journalist. In the bibliography you will find listed books as follows: "The Profession of Journalism" by Bleyer; "Opportunities in the Newspaper Business" by Lee;



“The Young Man and Journalism” by Lord; “The Newspaper Man” by Williams, etc.

**Consult the Card Catalogue in the Library.** If you are unable to obtain a copy of one of the bibliographies mentioned, go to the card catalogue in the library and



Some libraries maintain a shelf marked “Vocations.” (Courtesy of *Electrical Research Products, Inc.*)

look up the occupation you are studying. If the library is a large one, it will contain several books that will help you.

**Some Books Not Prepared for Use in Vocational Guidance.** Unfortunately some of the books written on occupations devote chief attention to the techniques employed. They tell how to do the work, but they do not discuss the conditions, requirements and rewards obtaining in the occupation. Few books on an occupation tell how many persons are engaged in it; few of them give accurate information about the earnings to be had; nor do they describe the exact



steps one should take in obtaining training for the occupation.

**Special Booklets Have Been Prepared Regarding a Number of Occupations.** In order to supply this deficiency, Bureaus of Vocational Guidance and other agencies have prepared pamphlets, each one devoted to a particular vocation and to a portrayal of the things one would like to know before deciding on the vocation. For example, here is a list of such pamphlets which have been published by the Vocation Bureau of the Cincinnati Public Schools:

The Shoe Industry in Cincinnati.

The Garment Industries in Cincinnati.

The Metal Industries of Cincinnati.

The Baking Industry in Cincinnati.

The Street Railway Transportation in Cincinnati.

The Post Office in Cincinnati.

The Paper Box Industry in Cincinnati.

The Policeman in Cincinnati.

The Printing Industry in Cincinnati.

These pamphlets, prepared for distribution in Cincinnati, portray conditions existing in that city, but they are representative enough to give a fairly truthful picture of conditions in the occupation at large. If your school has a vocational library, you will probably find a large supply of such pamphlets in it, or you may find them in the public library. If not, you can ask the librarian to send for any that you need.

**Volumes Describing the Work in Many Occupations.** In addition to the books and pamphlets describing the work in a single occupation, a number

of books have been prepared which describe the work in a number of occupations. This type of book devotes a chapter to the work of each occupation. In order to show you the wealth of information thus available, a list of the leading books of this nature is given at the end of this chapter.

**Information in Magazine Articles.** Some of the newer occupations are not treated in books. Information about them may best be secured from articles in magazines. How will you find them? The answer is: Go to the "Readers' Guide to Periodical Literature" which is to be found in practically every library. This periodical lists by subject and also by author every article appearing in the leading magazines. It is published monthly; and at the end of every quarter of the year, the three monthly issues are combined. At the end of every year, the twelve issues are combined. Finally, combinations are made covering several years.

In order to find magazine articles on the occupation you are studying, go to the "Readers' Guide" beginning with the year 1910 and look for the name of the occupation. Then consult the volumes for each succeeding year up to the present. Write down the references to articles that seem likely to be of use to you.

**How to Cite References.** In arranging the bibliography on the occupation you are studying, cite books and magazines according to this form:

JACKSON, W. M.: "What Men Do," pp. 123-130, The Macmillan Company, New York, 1925.

BROWER, HARRIETTE: How Many Years Must One Work to Become a Good Pianist? *The Musician*, Vol. XXXII, p. 11, February, 1927.

**For Special Help Consult the Librarian.**<sup>1</sup> If you encounter any difficulty in finding pertinent information, ask the librarian for help. He may know of sources which you could not readily find yourself.

**What to Do with the Information.** After you have made a list of the books, pamphlets, and articles bearing on the occupation, draw them out from the library one by one, or two by two, and begin your study. Do this with a pencil in your hand. Look particularly for the answers to the questions on page 57 of this book. As you find the answers write them down in a notebook. After you have read two or three books or articles you may have the answers to all the questions, in which case you are ready for your next step. If you can not find all the information you desire in these books and articles, keep searching until you are sure you at least have all of the information that is printed. Then you will be ready for the step which we shall describe in Chapter VI.

### Questions and Exercises

1. In citing a reference why should one mention all the facts about a book or article, as advised on page 63?
2. In taking notes on your reading you should sometimes make abstracts of important passages. Prepare a sample

<sup>1</sup> The librarian will be helped by the handbook, "Vocational Guidance through the Library," by H. D. Kitson, American Library Association, Chicago, Second edition revised 1932.

abstract from some book, for example, a section on "How to Prepare for the Vocation."

### Readings

- COOLEY, R. L., R. H. RODGERS and H. S. BELMAN: "My Life Work," 4 volumes, Printing and Servicing Trades, Building and Metal Trades, Representative Industries, Office and Store Occupations, McGraw-Hill Book Company, Inc., New York, 1930.
- DAVIS, J. J., and J. C. WRIGHT: "You and Your Job," Chap. III, John Wiley & Sons, Inc., New York, 1930.
- ERNST, C. M., and T. M. WHITE: "Opportunity Ahead," D. Appleton & Company, New York, 1929.
- FRYER, DOUGLAS: "Vocational Self-guidance," J. B. Lippincott Company, Philadelphia, 1925.
- GOWIN, E. B., W. A. WHEATLEY, and J. M. BREWER: "Occupations," Ginn & Company, Boston, 1923.
- JACKSON, WILLIAM M.: "What Men Do," The Macmillan Company, New York, 1925.
- LANE, MAY R.: "Occupational Studies," International Textbook Company, Scranton, Pa., 1930.
- LYON, L. S., and A. M. BUTLER: "Vocational Readings," The Macmillan Company, New York, 1927.
- McKINNEY, JAMES, and A. M. SIMONS: "Success through Vocational Guidance," American School, Chicago, 1922.
- PLATT, RUTHERFORD: "Manual of Occupations," G. P. Putnam's Sons, New York, 1929.
- PROCTOR, W. M.: "Vocations," Houghton, Mifflin Company, Boston, 1929.
- ROSENGARTEN, WILLIAM: "Choosing Your Life Work," McGraw-Hill Book Company, Inc., New York, 1924.
- TOLAND, E. D.: "Choosing the Right Career," D. Appleton & Company, New York, 1925.

## CHAPTER VI

### STUDYING THE BIOGRAPHIES OF SUCCESSFUL WORKERS

There is another source from which you may obtain light on planning your career. That is biography. Longfellow pointed out its value in his famous line, "Lives of great men all remind us." By studying the lives of well known representatives of a vocation you can see what steps you can profitably take, and by observing the mistakes of these men you can guard against making them yourself. An old proverb says, "It is a wise man who profits by another's mistakes." Accordingly, one of the most economical methods of planning your career is to study the lives of others.

When you stop to reflect, you will readily agree that a vocation is made up of the persons who work in it. Emerson called attention to this when he asserted, "Every institution is the lengthened shadow of a man." Thus aviation is the shadow of the Wright Brothers, lengthened by the later efforts of Lindbergh; the electrical industry is the shadow of Edison and Steinmetz; horticulture, of Burbank. To find the essence of an occupation read the life histories of the men who have made it.

Fortunately, most libraries contain the biographies of an enormous number of men and women. If you

search hard enough you will probably find the life story of one or more persons who have succeeded in the occupation you are considering. Representatives are particularly common in the *professions*. The trades, however, have been neglected. It is difficult to find a biography of a bricklayer, plumber or automobile repairman. The reason, of course, is that the men in these occupations, important though they are, have little chance to become famous and thus to create a demand for their biographies.

**The Most Successful Persons Are Written About.** There is another limitation to this method of studying a vocation. Even in the occupations well represented in biographical literature, the men and women whose lives are published, are almost exclusively those who have been conspicuously successful. They represent perhaps the upper 1 per cent of the workers in the occupation. This circumstance may give you a slightly distorted picture of the occupation. Even if you did succeed, you might not reach such a conspicuous position as that occupied by the subject of a nationally known biography. This is not a serious obstacle, however, for in starting on your career you ought to seek the best obtainable patterns and "hitch your wagon to a star."

**A List of Biographical Readings.** In order that you may have a guide in this phase of your study, references are given at the end of this chapter, to the lives of persons who have succeeded in various vocations, chiefly Americans of recent times who encountered conditions similar to those which you are facing.



Some of the titles refer to books containing the life history of a single individual; some refer to books containing the lives of several men in the same occupation, such as medicine, science, or music; others refer to collections of biographies of persons in miscellaneous occupations. In case the list does not contain a representative of your chosen vocation, look up the occupation in the "Readers' Guide to Periodical Literature," where you may find reference to a biographical sketch in a magazine; you will also find many biographical sketches in the encyclopedias and in "Who's Who in America." Study the biographies of several persons who worked in your vocation; then by assembling the facts about all of them you can obtain a composite view of the vocation.

**How to Study Biographies.** In studying these biographies, read with a definite purpose—that of finding information regarding the best ways of choosing, preparing for, entering, and progressing in the vocation. In order that you may be sure to cover the important points, follow the accompanying outline and answer the questions. Add any other important facts which you find in "Who's Who in America" and biographical dictionaries. The outline has been filled out in terms of the biography of a prominent American author.<sup>1</sup>

<sup>1</sup> For the work of filling in this outline, the author is indebted to Miss Irene Geck.



## OUTLINE FOR THE STUDY OF A BIOGRAPHY

## Study of the Author, Sinclair Lewis

As recorded in "The Significance of Sinclair Lewis," by  
S. P. Sherman,

Published by Harcourt, Brace & Co., New York, 1924.

1. At what age did he decide to enter this occupation?  
About the age of 20

2. What was the most influential factor leading to this  
decision? Was editor of Yale Magazine, interested in  
writing since childhood.

3. What other occupations did he seriously consider?  
None.

4. In what other occupations did he engage before  
entering his final occupation? Launderer, janitor, adven-  
turing on a job on Panama Canal.

5. What condition in these occupations failed to satisfy  
him? He felt that his future lay elsewhere than in laund-  
ing and janitoring.

6. At what age did he enter his permanent occupation?  
Senior year at Yale.

7. What was his first job in this field? Writing child  
verse for household magazine, jokes for *Life* and *Punch*

8. How did he get this job? Not stated.

9. How much money did he make per month in this  
job? "Excessively meager living."

10. How long did he remain in it? Several months.

11. What was his second step on the ladder? Assistant  
editor of *Transatlantic Tales*.

12. How much money did he make here? Not stated.

13. Make a vocational ladder showing:

a. Number of rungs on the ladder.

b. Earnings at each step.

c. Length of time spent at each step.

d. Age on attainment of each step.

	Earnings	Age
Nobel prize winner.....	\$46,000	45
	390,000	35
"Main Street" 1922.....	copies sold	
Editor and advertising manager.....		28
Editorial work, salary weekly.....	\$12.50	25

14. What element in his permanent occupation gave him the greatest satisfaction? Writing absorbed him, satisfied his love for art and fame.

15. What sacrifices did he make or what opportunities did he pass by in order to enter upon his chosen occupation? Not stated.

16. What regrets did he express for having entered his final occupation? The thought of abandoning his chosen career never occurred to him.

#### SOCIAL AND ECONOMIC HISTORY

1. What was the nationality of his parents? American

2. Were they poor, rich, or in comfortable circumstances? Comfortable.

3. Occupation of father? Physician.

4. What occupation, if any, did his parents or relatives choose for him? Not stated.

5. At what age did he (the subject of this biography) begin to support himself? About 19
6. At what age was he married? 29
7. Did his wife give any special assistance? Not stated
8. How many children? 2
9. At what age did he die? Still living

## EDUCATIONAL HISTORY

1. How many years did he spend in general education? 16
2. How old was he when he completed his general education? Not stated
3. What was his favorite subject in school? None; but liked to read Scott, Dickens, Tennyson, Kirk Munroe, Harry Castleman
4. At what age did he begin his technical education?
5. How far from home did he go for his advanced education? 1,500 miles
6. What was his customary academic standing in
  - a. General education? Fifth in a class of nine
  - b. Technical education?
7. Did he earn his own way through college? Not stated
8. Did he go in debt for his education? No

**Inspiration from Biography.** While we have stressed *facts* as the chief outcome of the study of biography, there are other values. Most biographies rank high as history and literature and so have cultural content. But their chief merit is that they arouse the imagination, stir the emotions, and motivate the will.

After you have read of the struggles men have waged and the victories they have won, you will say, "What these men have done perhaps I too may accomplish." And you will set forth to conquer your obstacles with more courage and confidence.

### Questions and Exercises

1. Name one person who contributed conspicuously to the development of each of these occupations; motion picture actor, nurse, announcer (broadcasting station), radiologist, vocational counselor, horticulturist, arctic explorer, social worker, and photographer. Add other examples.

2. Bring to class a newspaper clipping showing how some prominent person has been appointed to an important position. From a study of his career, point out the factors that won his appointment.

3. What is the difference between a biography and an autobiography?

4. From your study of several biographies according to the outline given in this chapter, write a composite story of the career of a worker in the occupation you are studying.

5. In what respects will their composite vocational history probably fail to be realized in the life of the average worker in the occupation?

### Classified List of Biographies

#### ACTOR:

Eddie Cantor—"Life of a Comedian," *Saturday Evening Post*, Oct. 6 to Nov. 5, 1928.

George M. Cohan—"Twenty Years on Broadway, and the Years It Took to Get There," Harper & Brothers, New York, 1925.

Phil Cook—"Phil Cook's Book," Brewer and Warren, New York, 1931.

Jefferson DeAngelis—"A Vagabond Trouper," Jefferson DeAngelis and A. F. Harlow, Harcourt, Brace & Company, New York, 1931.

John Drew—"My Years on the Stage," E. P. Dutton & Co., Inc., New York, 1922.

Otis Skinner—"Footlights and Spotlight; Recollections of my Life on the Stage," Bobbs-Merrill Company, Indianapolis, 1924.

Lou Tellegen—"Women Have Been Kind," Vanguard Press, New York, 1931.

#### ADVERTISER:

Phineas T. Barnum—"Barnum," by M. R. Werner, Garden City Publishing Company, Garden City, 1926.

"Boy's Life of Barnum," by H. W. Root, Harper & Brothers, New York, 1927.

Claude C. Hopkins—"My Life in Advertising," Harper & Brothers, New York, 1927.

#### AGRICULTURIST:

Luther Burbank—"Luther Burbank, Plant Lover and Citizen," by A. K. Lynch, Wagner, San Francisco, 1924.

"Early Life and Letters of Luther Burbank," by E. Beeson, Wagner, San Francisco, 1927.

#### ARCHITECT:

Louis H. Sullivan—"Autobiography of an Idea," American Institute of Architects, New York, 1924.

Stanford White—"Sketches and Designs; With Outline of His Career," by Lawrence G. White, Architectural Book Company, New York, 1920.

## ARTIST:

Robert Feke—"Robert Feke," by Henry W. Foote, Harvard University Press, Cambridge, 1930.

Archibald Henderson—"Archibald Henderson: Artist and Scientist," by George W. McCoy, University of North Carolina, Chapel Hill, N. C., 1930.

Winslow Homer—"Life and Works of Winslow Homer," by W. H. Downes, Houghton Mifflin Company, Boston, 1911.

Joseph Pennell—"Joseph Pennell," by Mrs. E. R. Pennell, Metropolitan Museum of Art, New York, 1926.

Howard Pyle—"Howard Pyle, A Chronicle," by C. D. Abbott, Harper & Brothers, New York, 1925.

John Singer Sargent—"John S. Sargent, His Life and Work," by W. H. Downes, Little, Brown & Co., Boston, 1925.

Dwight William Tryon—"The Life and Art of Dwight William Tryon," by Henry C. White, Houghton Mifflin Company, Boston, 1930.

James McNeill Whistler—"Life of James McNeill Whistler," by Mrs. E. R. and Joseph Pennell, 6th ed., J. B. Lippincott Company, Philadelphia, 1920.

"Whistler," by James Laver, Cosmopolitan Book Company, New York, 1930.

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## ASTRONOMER:

John Brashear (*see* Lensmaker).

Simon Newcomb—"Reminiscences of an Astronomer," Houghton Mifflin Company, Boston, 1923.



## AUTHOR:

James Oliver Curwood—"Son of the Forests, Autobiography," Doubleday, Doran & Company, New York, 1930.

Theodore Dreiser—"Book about Myself," Boni & Liveright, New York, 1922.

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Hamlin Garland—"Roadside Meetings of a Literary Nomad," The Macmillan Company, New York, 1930.

Joel Chandler Harris—"Life and Letters of Joel C. Harris," by Julia Harris, Houghton Mifflin Company, Boston, 1918.

Helen Keller—"The Story of My Life," Doubleday, Doran & Company, Inc., New York, 1914.

Jack London—"The Book of Jack London," by Charmian K. London, The Century Company, New York, 1921.

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Mary Roberts Rinehart—"My Story: Autobiography," Farrar and Rinehart, New York, 1931.

Mark Twain—"Boy's Life of Mark Twain," by Albert E. Paine, Harper & Brothers, New York, 1920.

## AVIATOR:

Richard E. Byrd—"Rear Admiral Byrd and the Polar Expeditions," by C. Foster, A. L. Burt Company, New York, 1930.

"Byrd's Great Adventure," by F. T. Miller, John C. Winston, Philadelphia, 1930.

Charles A. Lindbergh—"We," Grosset and Dunlap, Inc., New York, 1929.

"Boy's Story of Lindbergh," by R. Beamish, John C. Winston, Philadelphia, 1928.

"The Lone Scout of the Sky," by James E. West, John C. Winston, Philadelphia, 1928.

"Lindbergh, the Lone Eagle," by G. B. Fife, A. L. Burt Company, New York, 1928.

Orville and Wilbur Wright—"The Wright Brothers," by J. R. McMahon, Little, Brown & Company, Boston, 1930.

#### BANKER:

J. Pierpont Morgan—"Morgan, the Magnificent," by John K. Winkler, Vanguard Press, Inc., New York, 1930.  
Levi P. Morton—"Biography," by Robert McElroy, G. P. Putnam's Sons, New York, 1929.

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Bud Fisher—"Confession of a Cartoonist," *Saturday Evening Post*, July 28 to August 18, 1928.  
Thomas Nast—"Thomas Nast: His Period and His Pictures," by A. B. Paine, Harper & Brothers, New York, 1904.

#### CATTLE RANCHER:

Henry Miller—"The Cattle King: A Dramatized Biography," by E. F. Tredwell, The Macmillan Company, New York, 1931.

#### COWBOY:

Will James—"Lone Cowboy," Charles Scribner's Sons, New York, 1930.  
Lee Sage—"The Last Rustler," Little, Brown & Co., Boston, 1930.

## DANCER:

Isadora Duncan—"My Life," Boni & Liveright, New York, 1927.

"The Untold Story," by M. Desti, Boni & Liveright, New York, 1929.

## DETECTIVE:

The Pinkertons—"The Pinkertons," by R. W. Rowan, Little, Brown & Co., New York, 1931.

## DIPLOMAT:

Charles G. Dawes—"That Man Dawes," by Paul R. Leach, Reilley Lee, Chicago, 1930.

Walter H. Page—"Life and Letters of Walter H. Page," by B. J. Hendrick, Garden City Publishing Company, Garden City, N. Y., 1927.

Henry White—"Henry White: Thirty Years of American Diplomacy," by Allen Nevins, Harper & Brothers, New York, 1930.

## DOG FANCIER:

Albert Payson Terhune—"To the Best of My Memory," An Autobiography, Harper & Brothers, New York, 1930.

## EDITOR:

Robert Underwood Johnson—"Remembered Yesterdays," Little, Brown & Co., New York, 1923.

Henry Watterson—"Marse Henry, An Autobiography." Doubleday, Doran & Company, New York, 1924.

## ENGINEER:

George W. Goethals—"Goethals, Genius of the Panama Canal," by Joseph B. Bishop and Farnham Goethals, Harper & Brothers, New York, 1930.

Herbert Hoover—"Herbert Hoover, the Man and His Work," by Vernon Kellogg, D. Appleton & Company, New York, 1920.

Charles P. Steinmetz—"A Biography," by John W. Hammond, The Century Company, New York, 1924.

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Robert H. Thurston—"Robert H. Thurston," A biography by William F. Durand, American Society of Mechanical Engineers, New York, 1929.

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#### ENGRAVER:

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#### EXPLORER:

Roald Amundsen—"My Life As An Explorer," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1927.

Richard E. Byrd (*see* Aviator).

Robert E. Peary—"Peary, the Man Who Refused to Fail," by Fitzhugh Green, G. P. Putnam's Sons, New York, 1926.

Theodore Roosevelt—"An Autobiography," Charles Scribner's Sons, New York, 1919.

#### GARMENT WORKER:

Mary Antin—"The Promised Land," Houghton Mifflin Company, Boston, 1912.

Rose Cohen—"Out of the Shadow," Doubleday, Doran & Company, Inc., Garden City, N. Y., 1918.

GENEALOGIST:

Donald Lines Jacobus—"Genealogy as Pastime and Profession," Tuttle, Morehouse & Taylor, New Haven, 1930. Chap. VIII.

HUNTER:

William F. Cody—"Autobiography of Buffalo Bill," Cosmopolitan Book Co., New York, 1920

INVENTOR:

Alexander Graham Bell—"Biography," by Catherine Mackenzie, Houghton Mifflin Company, Boston, 1928.

Lee DeForest—"A Conqueror of Space," by Georgette Carmel, Boni & Liveright, New York, 1930.

Thomas A. Edison—"Edison, the Man and His Work," by George S. Bryan, Alfred A. Knopf, New York, 1926.

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Cyrus H. McCormick—"Biography," by William C. Hutchinson, The Century Company, New York, 1930.

JOURNALIST:

Edward W. Bok—"A Dutch Boy Fifty Years After," Charles Scribner's Sons, New York, 1921.

"The Americanization of Edward Bok," Charles Scribner's Sons, New York, 1920.

Floyd Gibbons—"Floyd Gibbons, Knight of the Air," by D. Gilbert, Robert M. McBride Company, New York, 1931.

Norman Hapgood—"The Changing Years," Farrar & Rinehart, New York, 1930.

S. S. McClure—"My Autobiography," Frederick A. Stokes Company, New York, 1914.

Charles R. Miller—"Mr. Miller of the 'Times,'" by F. F. Bond, Charles Scribner's Sons, New York, 1931.

Joseph Pulitzer—"Joseph Pulitzer, His Life and Letters," by D. C. Seitz, Garden City Publishing Company, Garden City, N. Y., 1927.

Henry Watterson (*see* Editor).

#### LAWYER:

Joseph H. Choate—"The Life of Joseph Hodges Choate," by Edward S. Martin, Charles Scribner's Sons, New York, 1920.

Judge Ben Lindsey—"The Dangerous Life," by B. D. Lindsey and R. Burough, R. Liveright, New York, 1931.

John Marshall—"Life of John Marshall," by Albert J. Beveridge, Houghton Mifflin Company, Boston, 1919.

George Gilpin Perkins—"A Kentucky Judge: Autobiography," W. F. Roberts Co., Washington, D. C., 1931.

#### LENSMAKER:

John Brashear—"The Autobiography of a Man Who Loved the Stars," edited by W. L. Scaife, Houghton Mifflin Company, Boston, 1924.

#### LITERARY and DRAMATIC AGENT:

Elizabeth Marbury—"My Crystal Ball: Reminiscences," Boni & Liveright, New York, 1923.

#### MAGICIAN:

Harry Houdini—"Houdini, His Life Story," by Harold Kellock, Harcourt, Brace & Company, New York, 1928.



## MANUFACTURER:

Henry Ford—"My Life and Work," by Henry Ford, with Samuel Crowther, Garden City Publishing Company, Garden City, N. Y., 1926.

Cyrus H. McCormick (see Inventor).

John H. Patterson—"John H. Patterson, Pioneer in Industrial Welfare," by Samuel Crowther, Doubleday, Doran & Company, Inc., 1924.

## MERCHANT:

J. C. Penney—"The Man With a Thousand Partners," by R. W. Bruere, Harper & Brothers, New York, 1931.

John Wanamaker—"The Romantic Rise of a Great Merchant," by Russell H. Conwell, Harper & Brothers, New York, 1924.

## MINING EXPERT:

Chase S. Osborn—"Iron Hunter, An Autobiography," The Macmillan Company, New York, 1919.

## MINISTER:

Charles R. Brown—"My Own Yesterdays," The Century Company, New York, 1931.

S. Parkes Cadman—"S. Parkes Cadman," by Fred Hamlin, Harper & Brothers, New York, 1930.

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Alexander Irvine—"A Fighting Parson: The Autobiography of Alexander Irvine," Little, Brown & Co., New York, 1930.

Charles H. Parkhurst—"My Forty Years in New York,"  
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William A. Sunday—"Billy Sunday, the Man and the  
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Richard H. Tierney—"Richard H. Tierney, Priest of  
the Society of Jesus," by Francis X. Talbot, The  
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Isaac Meyer Wise—"Isaac M. Wise, the Founder of  
American Judaism," by M. B. May, G. P. Putnam's  
Sons, New York, 1916.

#### MISSIONARY:

Dan Crawford—"Dan Crawford: Missionary and Pioneer  
in Central Africa," by Dr. G. E. Tilsley, Fleming H.  
Revell Company, New York, 1930.

Wilfred Grenfell—"The Story of Grenfell of Labrador,"  
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New York, 1922.

Irene Petrie—"Biography by Mrs. Ashley Carcus-  
Wilson," Fleming H. Revell Company, New York,  
1901.

#### MUSICIAN:

##### *Singer:*

Enrico Caruso—"Biography," by S. Fucito and B.  
Zirato, Frederick A. Stokes, Company, New York,  
1922.

"Wings of Song; the Story of Caruso," by Mrs.  
Dorothy Caruso and Mrs. T. Goddard, Minton  
Balch & Company, New York, 1928.

Clara Louise Kellogg—"Memoirs of an American Prima Donna," G. P. Putnam's Sons, New York, 1913.

Ernestine Schumann-Heink—"Schumann-Heink, the Last of the Titans," by Mary Lawton, The Macmillan Company, New York, 1929.

*Orchestra and Band Leader:*

Walter Damrosch—"My Musical Life," Charles Scribner's Sons, New York, 1923.

John Phillip Sousa—"Marching Along; An Autobiography," Hale, Boston, 1928.

Theodore Thomas—"Memoirs of Theodore Thomas," by Mrs. F. F. Thomas, Moffat, Yard, New York, 1911.

Rudy Vallée—"Vagabond Dreams Come True," E. P. Dutton & Company, New York, 1930.

Paul Whiteman—"Jazz," with M. M. McBride, Sears Publishing Co., New York, 1926.

*Composer:*

Irving Berlin—"The Story of Irving Berlin," by Alexander Woolcott, G. P. Putnam's Sons, New York, 1925.

Charles K. Harris—"After the Ball," Frank-Maurice, Inc., New York, 1926.

Edward A. MacDowell—"The Boyhood of Edward MacDowell," by A. F. Brown, Frederick A. Stokes Company, New York, 1924.

PHOTOGRAPHER:

George Eastman—"Biography," by Carl Ackerman, Houghton Mifflin Company, Boston, 1929.

David Octavius Hill—"David O. Hill: Master of Photography," by Heinrich Schwarz, The Viking Press, New York, 1931.

## PHYSICIAN:

William C. Gorgas—"William C. Gorgas, His Life and Work," by Mrs. C. D. Gorgas and E. J. Hendrick. Doubleday, Doran & Company, New York, 1924.

George M. Kober—"Reminiscences of George Martin Kober," Kober Foundation, Washington, 1930.

Walter Reed—"Life of Walter Reed," by G. T. Hallock, and C. E. Turner. Distributed free by Metropolitan Life Insurance Company, New York.

"Walter Reed and Yellow Fever," by H. J. Kelly, 3rd ed. rev., Norman, Remington Co., Baltimore, 1923.

## PLAYWRIGHT:

Owen Davis—"I'd Like to Do It Again," Farrar and Rinehart, New York, 1931.

Clyde Fitch—"Clyde Fitch and His Letters," by M. J. Moses and Virginia Gerson, Little, Brown & Company, Boston, 1924.

## POET:

Eugene Field—"Eugene Field's Creative Years," by C. H. Dennis, Doubleday, Doran & Company, Inc., Garden City, N. Y., 1924.

## POLICEMAN:

Capt. Cornelius W. Willemse—"Behind the Green Lights," Alfred A. Knopf, New York, 1931.

## POLITICIAN:

Nelson W. Aldrich—"Nelson W. Aldrich: A Leader in American Politics," by Nathaniel W. Stephenson, Charles Scribner's Sons, New York, 1930.

William Jennings Bryan—"Memoirs of William J. Bryan," by himself and his wife, John C. Winston, Philadelphia, 1925.

Marcus A. Hanna—"Mark Hanna, His Life and Work," by Herbert Croly, The Macmillan Company, New York, 1912.

Alfred E. Smith—"Up From the City Streets," by N. Hapgood and H. Moskowitz, Harcourt, Brace & Company, New York, 1927.

#### PRINTER:

Theodore L. DeVinne (*see* biographical sketches by Henry L. Bullen).

Elbert Hubbard—"Impressions," by Elbert Hubbard, Roycrofters, Aurora, N. Y., 1921.

#### PUBLISHER:

George H. Putnam—"Memoirs of a Publisher," G. P. Putnam's Sons, New York, 1915.

#### RAILROAD EXECUTIVES:

James J. Hill—"The Life of James J. Hill," by J. G. Pyle, Doubleday, Doran & Company, Inc., Garden City, N. Y., 1917.

*See also:* "Who's Who in Railroading," 9th ed., Simmons Boardman, New York, 1930.

Samuel M. Vauclain—"Steaming Up! Autobiography," with E. C. May, Brewer and Warren, New York, 1931.

#### REPORTER:

Richard Harding Davis—"Adventures and Letters of Richard Harding Davis," by C. B. Davis, Charles Scribner's Sons, New York, 1917.

Floyd Gibbons—"Floyd Gibbons," by Douglas Gilbert, Robert M. McBride Company, New York, 1930.

#### SAILOR:

Rear Admiral Charles C. Clark—"My Fifty Years in the Navy," Little, Brown & Co., New York, 1917.

Rear Admiral Robert E. Coontz—"From the Mississippi to the Sea, An Autobiography," Dorrance, Philadelphia, 1930.

Admiral George Dewey—"Autobiography of George Dewey, Admiral of the Navy," Charles Scribner's Sons, New York, 1913.

*See also:* "Heroes of the Navy in America," by Charles Morris, J. B. Lippincott Company, Philadelphia, 1919.

#### SCIENTIST:

##### *Anthropologist:*

Lewis Henry Morgan—"L. H. Morgan," by Bernhard Stern, University of Chicago Press, Chicago, 1931.

##### *Chemist:*

Harvey W. Wiley, "An Autobiography," Bobbs-Merrill Company, Indianapolis, 1930.

##### *Naturalist:*

John J. Audubon—"Life and Adventures of Audubon, the Naturalist," edited by Robert Buchanan, E. P. Dutton & Company, New York, 1913.

Louis Agassiz—"Louis Agassiz, His Life and Correspondence," by Mrs. E. C. Agassiz, Houghton Mifflin Company, Boston, 1893.

John Burroughs—"John Burroughs, Boy and Man," by Clara Barrus, Doubleday, Doran & Company, Inc., New York, 1920.



Edward D. Cope—"Cope: Master Naturalist," by Henry Fairfield Osborn, Princeton University Press, Princeton, N. J., 1930.

John Muir—"The Story of My Boyhood and Youth," The Macmillan Company, New York, 1913.

*See also:* "Impressions of Great Naturalists," by Henry F. Osborn, Charles Scribner's Sons, New York, 1924.

*Physician*—*See* Physician; *see also* "Pioneers of Public Health," by M. E. M. Walker, Oliver and Boyd, Edinburgh, Scotland, 1930.

*Physicist:*

Michael Pupin—"From Immigrant to Inventor," by M. Pupin, Charles Scribner's Sons, New York, 1923.

*Psychologist:*

William James—"Letters of William James," edited by Henry James, Little, Brown & Company, New York, 1926.

G. Stanley Hall—"Life and Confessions of a Psychologist," D. Appleton & Company, New York, 1923.

SCULPTOR:

Augustus St. Gaudens—"Reminiscences of Augustus St. Gaudens," edited by Homer St. Gaudens, The Century Company, New York, 1913.

SOCIAL WORKER:

Jane Addams—"Twenty Years at Hull House," The Macmillan Company, New York, 1923.

"The Second Twenty Years at Hull House," The Macmillan Company, New York, 1930.

Jacob Riis—"Making an American," by Jacob Riis, The Macmillan Company, New York, 1916.

## SOLDIER:

Major General Lejeune—"The Reminiscences of a Marine," by J. A. Lejeune, Dorrance, Philadelphia, 1930.

John J. Pershing—"The Story of General Pershing," by E. T. Tomlinson, D. Appleton & Company, New York, 1919.

Alvin York—"Sergeant York and His People," by S. K. Cowan, Funk & Wagnalls Company, New York, 1922.

*See also:* "Heroes of the Army in America," by Charles Morris, J. B. Lippincott Company, Philadelphia, 1916.

## TEACHER:

James B. Angell—"The Reminiscences of James B. Angell," Longmans, Green and Co., New York, 1912.

Charles W. Eliot—"The Life of Charles W. Eliot," by Edward H. Cotton, Small, Maynard & Company Inc., 1926.

"The Life and Letters of Charles W. Eliot," by Henry James, Houghton Mifflin Company, Boston, 1930.

G. Stanley Hall (see Psychologist).

Mark Hopkins—"Mark Hopkins," by Franklin Carter, Houghton Mifflin Company, Boston, 1899.

Alice Freeman Palmer—"The Life of Alice Freeman Palmer," by G. H. Palmer, Houghton Mifflin Company, Boston, 1908.

**Biographical Readings in Magazines**

In this list are the names of persons in various vocations whose lives you may find briefly described in magazine articles.

ACTOR: Maude Adams, Ethel Barrymore, John Barrymore, Charlie Chaplin, Douglas Fairbanks, Mary Pickford.

ANTHROPOLOGIST: Aleš Hrdlička.

ATHLETE: Ty Cobb, Babe Ruth, Gene Tunney, Helen Wills.

ATHLETIC COACH: Walter Camp.

CANDYMAKER: Mrs. Snyder.

CHEF: Oscar, of the Waldorf.

CIRCUS PERFORMER: Alfredo Cadona, Lilian Leitzel.

COSMETICIAN: Helena Rubinstein.

DETECTIVE: William J. Burns.

FARMER: Frank J. Lowden.

GOLFER: Bobby Jones, Walter Hagen.

JOCKEY: Earl Sande.

LAWYER: Clarence Darrow, Charles Evan Hughes, William H. Taft.

LIBRARIAN: Annie Carroll Moore

MILLINER: Peggy Hoyt.

MERCHANT: F. W. Woolworth, J. C. Penney.

MOTION-PICTURE DIRECTOR: David Wark Griffith.

PHYSICIAN: William and Charles Mayo.

REAL-ESTATE OPERATOR: Joseph P. Day.

RESTAURANT KEEPER: Alice Foote MacDougall.

SCULPTOR: George Grey Barnard, Gutzom Borglum, Lorado Taft.

SOCIAL WORKER: Graham Taylor, Lillian Wald.

VIOLINIST: Maude Powell, Albert Spalding.

#### Collections of Biographical Sketches

BAILEY, C. S.: "Hero Stories," (M. Aurelius to Thomas Edison), Milton Bradley Co., New York, 1927.

BALDWIN, JAMES: "An American Book of Golden Deeds," American Book Company, New York, 1907.

BOLTON, SARAH K.: "Lives of Poor Boys Who Became Famous," "Lives of Girls Who Became Famous," Thomas Y. Crowell and Co., New York, 1925.

BUSCH, NIVEN, JR.: "Twenty-one Americans," Doubleday, Doran & Company, New York, 1930.

EMERSON, RALPH W.: "Representative Men."

FARIS, J. T.: "Winning Their Way" (inventors, scientists, explorers, industrial leaders, army and navy, statesmen, etc.), Frederick A. Stokes Company, New York, 1909.

FERRIS, HELEN, and VIRGINIA MOORE: "Girls Who Did" (very modern; lives of twenty women who are living), E. P. Dutton & Company, New York, 1927.

LARGE, LAURA A.: "Little Stories of Well-known Americans" (Lindbergh, Addams, Wanamaker, Barnum, and great variety), Wilde, Boston, 1928.

LOGIE, IONA M.: "Careers in the Making," Harper & Brothers, New York, 1931.

SPARKS, E. E.: "Worth-while Americans," F. M. Ambrose & Company, Boston, 1921.

SKINNER, H. P.: "Boys Who Became Famous Men," Little, Brown & Company, New York, 1923.

STEEDMAN, AMY: "When They Were Children," Thomas Nelson & Sons, New York, 1926.

By Leaders in World Affairs: "Achievement," American Educational Press, New York, 1928.

"Dictionary of American Biography," edited by Alvin Johnson and Dumas Malone, Charles Scribner's Sons, New York, 1930.

## CHAPTER VII

### OBTAINING INFORMATION FROM SUCCESSFUL PEOPLE

After you have discovered all the facts you can obtain by reading, you are ready for another line of attack. Much information can be obtained from persons who are engaged in the vocation you are considering. A man who has spent a number of years in a vocation has amassed a wealth of experience that will unquestionably help you.

**Watch People at Work.** An interesting way to begin is to make excursions to places where people work and watch them at their work. This is the method Benjamin Franklin used. In company with his father he used to visit carpenters, bricklayers, ironworkers, and shoemakers and observe the work they did. In so doing he learned a good deal about the kinds of work that men do. And he discovered the truth, which he expressed in later life, "He that hath a trade hath an estate."

Some occupations you can not observe so easily as Franklin could, for today much work is done in large factories, which are not always open to visitors. But you can make many observations nevertheless. When a new building is being erected, you can watch the excavators operate the steam shovel, the carpenters lay

the floors, the steamfitters install the heating plant, the plumber lay pipes, and the electricians install wires and lighting fixtures. Perhaps some kind-hearted person in the office of the contracting company will even permit you to look at the plans and blueprints.



Workers in a drafting room. (*Courtesy of Electrical Research Products Inc.*)

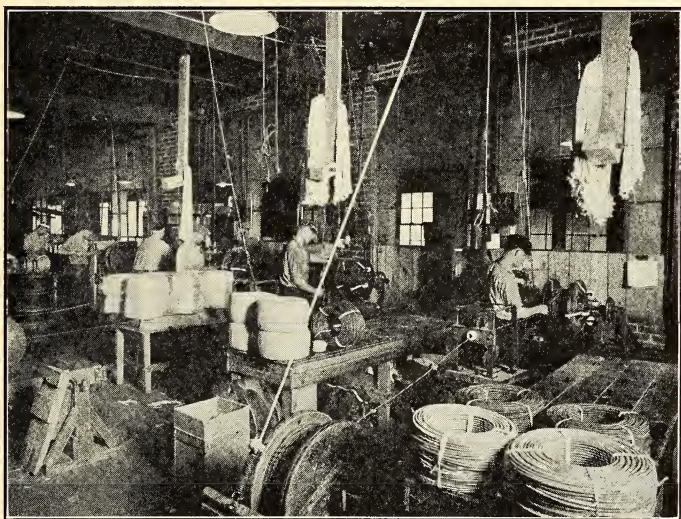
When construction work is being done on roads you can observe the surveyors, the roadmakers, and the layers of asphalt and brick.

Every time you make a purchase in a store you can obtain light on the occupational activities of many workers—sales persons, wrappers, deliverymen, cashiers, section managers, elevator operators, etc.

By visiting a bank you can observe the cashier, tellers, messengers, bookkeepers, ledger clerks, and other workers. Any large office will show you stenographers, file clerks, and operators of billing, duplicating, and calculating machines.



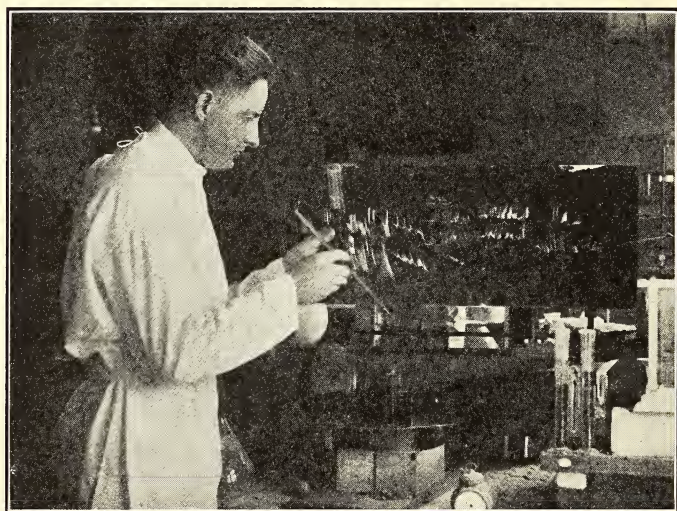
While you are making these observations you will be obtaining some of the elements of a liberal education; but their practical value lies in the help they will give you in deciding on a vocation for yourself.



Electric-cable making. (*Underwood and Underwood.*)

**Talk with Workers.** While you are making these trips you may be able to talk with some of the workers. Of course, you must not interrupt them at their work, but in their leisure moments you can ask questions. And with the background of the reading you have done you can formulate your queries intelligently. Ask only questions you can not find answered in books or other printed sources. For example, a few of the questions you might need to ask a worker are: "Where is the nearest school in which I can prepare for this

occupation? To what school would you advise me to go? How should I go about obtaining a job in this community? What are the wages prevailing in this community? What is the best way to win promotion in this occupation? What are the particular features of the work which you find disagreeable or disadvantageous? What do you like best about the work?"



A pharmacologist in his laboratory. (*Underwood and Underwood.*)

**Interview Successful People.** Exercise care in selecting the persons whom you interview. Obviously, it would be wrong to select a failure, for his advice would not be worth very much, except by way of showing you what mistakes to avoid. Select rather someone who has been successful. He can tell you from his own experience what steps have proved profitable to him.

**Interviewing Persons in the Professions.** You may not find it very easy to interview men and women in the professions, such as law, medicine, engineering, and architecture. In some communities, however, you can secure introductions to such persons through some philanthropic agency. The Y.M.C.A. sometimes conducts a Find Yourself Campaign at which time the secretary of the association arranges interviews between young men and successful persons in the various occupations. Most Kiwanis Clubs have a committee on vocational guidance to which you can apply for an interview with some prominent man in the community. Other service clubs in certain communities do the same thing. On behalf of girls, the members of the Women's Business and Professional Club are usually glad to arrange interviews.

As you carry on an interview of this nature, seek two kinds of help: first, information, by asking questions that will elicit facts which you were not able to find in your reading; second, advice. Permit the interviewee to become acquainted with you. Then ask him frankly, "In the light of our brief acquaintance do you think I would be able to fit into this occupation?"

**Interview More Than One Person.** Of course, you should not confine your interviews exclusively to one individual. One person might be overenthusiastic about his vocation, another might be too pessimistic. Accordingly you had better consult several persons. On any points concerning which they all agree you can be sure the information is correct and the advice is

sound. Concerning points on which there is disagreement you can make further inquiry.

### Questions and Exercises

1. Write down the names of three persons in your community whom you would like to interview about the vocation you are studying.

2. Make a list of questions (which you cannot find answered in books and magazines) which you would ask these persons.

3. If an architect earns \$5,000 a year and gives you one hour of his time, he is giving you the equivalent of how much money (computed on the basis of an eight-hour working day)?

4. Describe an interview which you have held with an expert in some occupation.

## CHAPTER VIII

### MAKING VOCATIONAL LADDERS

In the two preceding chapters we gave instructions for studying the lives of successful workers. In this chapter we shall describe a further plan which you may follow in reducing their experiences to a form that will assist you to visualize your probable future in any particular calling.

**Count the Steps.** This method consists in making a ladder on which to show the steps through which one progresses in the vocation. Many young people have the idea that a man who is now eminent has always been so. They think that they will achieve a high position from the very start of their career; that they can enter a business firm and, within six months or so, sit at a mahogany desk pressing call-buttons for stenographers while they lean back in a luxurious swivel chair and tell magazine writers how they became great.

As you study the lives of many people, however, you will discover that they did not leap to the top at a single bound. As Longfellow asserted,

The heights by great men reached and kept  
Were not attained by sudden flight.



Most of the higher positions are reached only after a long period in which the worker serves in a series of subordinate positions. And generally speaking, the more desirable the ultimate position, the more numerous are the steps leading to it.

In examining an occupation from this point of view, you should first look for the steps through which one passes on his way to the top. In some occupations they are very few. For example, a dentist steps from a College of Dentistry immediately into the role of practitioner. But most occupations that offer any chance for eminence, involve several steps. Thus a teacher in a public school may begin as a teacher in an elementary school; from there he may become successively teacher in a high school, principal of an elementary school, principal of a high school, and finally superintendent.

**Some Sample Ladders.** Here is a ladder showing the stages through which one may pass as a plumber:

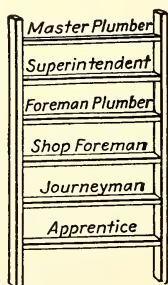


FIG. 4.—Ladder showing steps of advancement in the plumber's trade.



If you were working for a telephone company and started as a splicer's helper, you might expect to progress through the following steps:

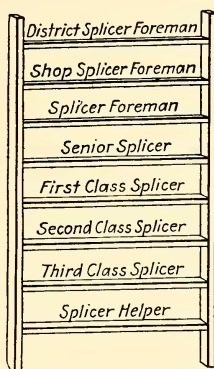


FIG. 5.—Ladder of splicer (telephone company).

If you wish to become a policeman you can expect promotion through these steps:

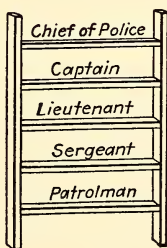


FIG. 6.—Ladder of a policeman.

**You May Encounter Several Ladders in One Field.**  
As you try to chart an occupation according to this

plan, you may find that it offers several ladders. That is, starting from one beginning job you may find a stage where you could branch off in several directions. For example, beginning in a department store as a stenographer, you might climb one of several ladders leading to higher positions in the advertising, merchandising, or accounting departments.

**How Rapidly Does the Average Person Climb the Ladder?** But merely to specify the steps of the ladder is not enough. You would also like to know how long it would take to reach the various rungs on the ladder. Of course, you can never foretell this exactly, for you cannot foresee the future. You can, however, obtain an approximation by computing the length of time required by workers who have reached these various stages.

To make such a study in a really scientific way, one would need to chart the life histories of a number of workers in the occupation; find the age at which each one reached a given step; then add these ages together (for each step) and find the average. This would give an idea of the average rate of advancement.

In making this computation, draw your ladder in such a way that each rung represents one year. Then place on the lowest rung, the name of the beginning job and the average age at which the persons in the occupation began. Then count up the number of years they spent at this step, giving a rung to each year, and place the average age attained on the rung that represents the next highest position and so on.

Here, for example, is a ladder showing the rate at which a number of women buyers in a department store progressed.

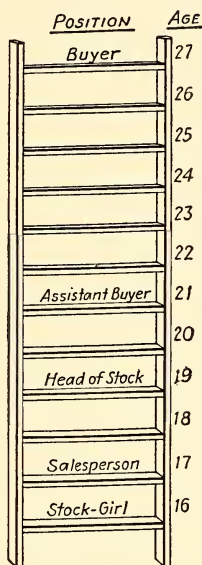


FIG. 7.—Ladder of buyer in department store.

**How Much Money Does the Average Worker Earn at Each Step?** If you wish to know how much money you can expect to earn in the various positions, add the sums earned at each step by the persons whose lives you are studying, and place each average on the proper step. This has been done in the ladder showing the vocational progress of generals in the United

States Army (according to the rates of pay at present allotted by Congress).

<u>RANK</u>	<u>AGE</u>	<u>SALARY</u> <u>(dollars)</u>
Major-General	60	9,872
Brigadier-General	55	7,872
Colonel	53	7,872
Lieutenant-Colonel	50	7,163
Major	45	5,898
Captain	36	4,272
First-Lieutenant	29	3,352
Second-Lieutenant	23	2,196

FIG. 8.—Ladder of army officer.

While you may not be able to make a truly scientific ladder, you can at least chart the steps in the vocation you are studying. Perhaps, too, from your reading and interviewing, you can compute approximate ages and earnings.

**What the Average Means.** We must keep in mind that figures obtained in this way represent only averages. Some persons progress faster and some more slowly than others. But you may safely consider the average as an indication of what you can expect if you get an "even break" and progress as rapidly as most workers do in the occupation.

### Questions and Exercises

1. Name several occupations that do not involve promotional steps which can be represented in a ladder.

2. Ask your father to help you make a ladder showing the steps through which one passes in his occupation.

3. Compare the ladder in your chosen occupation, with one made by a classmate who studied another occupation. Compare the ladders with respect to the following points:

- a.* Number of rungs.
- b.* Beginning age.
- c.* Rate of promotion.
- d.* Regularity of promotion (that is, find if the intervals between the promotional stages are approximately equal).
- e.* Average earnings at the various levels.

4. Make several ladders relating to the same occupation; showing how, at one or more stages, you might branch off into one of several departments.

## CHAPTER IX

### ANALYZING YOURSELF

In Chapter III we laid down the proposition that in considering a vocation one should analyze the vocation and discover its conditions, requirements, and rewards. But that is only half the story. One must also analyze himself and discover his powers, assets, and liabilities in order to see if he could probably qualify for the vocation.

**General Traits First.** In making this self-analysis you should first examine your general qualifications. Certain traits are important in practically every occupation: for example, good health, good manners, a pleasant bearing, honesty, cheerfulness. Regard yourself closely from a detached, or objective, point of view and see how you stand in these respects. In order to make your inventory systematic, you might use a rough self-rating scale similar to the one following. The traits listed in the first column are those which executives say they would like to see in employees. Compare yourself with your companions and see if you are on the same level with them, above or below, with respect to each trait. Then make an X in the appropriate column.



Trait	Where you stand		
	Below average	Average	Above average
Honesty.....			
Industriousness.....			
Cooperativeness.....			
Thoroughness.....			
Health.....			

There are many more traits that could be added to this list. Some of them will be called to your mind as you answer the following questions:

Do you keep your hair cut, washed, and neatly brushed?

Do you keep your shoes shined?

Do you clean your teeth regularly and visit your dentist twice a year?

Do you keep your face and hands clean?

Do you stand and walk correctly?

Do you speak correctly and distinctly?

Do you have any unpleasant habits (such as biting your fingernails)?

Are you even-tempered?

Are you oversensitive?

**See Yourself as Others See You.** As you make this examination of yourself you might stand in front of a mirror and frankly appraise yourself. This will help you to see yourself as others see you.

After you have rated yourself as well as you can, ask some one, who knows you well, to rate you on the

same points. See how well his ratings correspond with yours.

A number of young men who asked their friends to suggest general improvements which they might make in their personalities, received recommendations as shown in Table III. The table should be read as follows: "Twenty-six per cent of the recommendations were 'Learn to do the things you dislike'; twenty-one per cent were 'Control your temper,'" etc.

TABLE III.—DESIRABLE TRAITS TO CULTIVATE

Traits	Percentage of total number of recommen- dations
Learn to do things that you dislike.....	26
Control your temper.....	21
Be more patient.....	17
Be less nervous.....	17
Smile more often.....	16
Think less about your own troubles.....	16
Do not sulk when things go wrong.....	16
Be more tactful.....	15
Be more enthusiastic.....	14
Improve your vocabulary.....	13
Learn to talk to all kinds of people.....	13
Be more aggressive.....	13

**Eliminate Your General Faults.** After such scrutiny of yourself, you will be able to see what are the defects that would hinder you in any vocation, and you can start on a campaign of self-improvement. This is the first thing you can do in enhancing your vocational success.

**Now Consider Your Particular Capacities.** Having examined yourself with respect to the general qualities

desirable in all vocations, you are ready to weigh your particular qualifications for the occupation you are considering. From your study of this occupation, you have discovered some of the conditions one would encounter in it. Now see how well you would fit.

For example, a study of the occupation of journalist shows that one usually begins as a reporter on a newspaper. Now a reporter leads a very irregular life. His meals may be delayed; his sleep cut short. He is obliged to mingle with all sorts of people. He may be sent to distant cities at inconvenient times. If you dislike a rough-and-tumble existence and crave regularity and system, you would do well to avoid journalism, at least the newspaper end of it. On the other hand, if you like this sort of life and if you can write unusually well, you might profitably consider it.

**Rewards.** After considering how well you can meet the requirements of the occupation, you should make sure that you would be satisfied with the rewards offered. Some of the rewards are financial. Will the earnings which you can make in the occupation satisfy you? But there are other kinds of rewards. For example, most people who enter the occupation of actor receive their chief reward in the plaudits of their audiences. Musicians enjoy most the opportunity which their profession gives them of expressing their inner feelings. In some occupations, such as that of traveling salesman, the reward treasured by many workers is the opportunity to travel and see various parts of the country. In other occupations, such as that of missionary, the greatest satisfaction is the

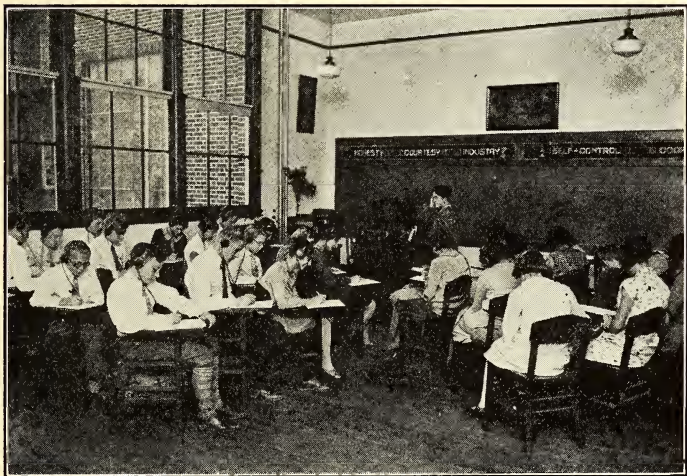
consciousness that one is serving others. Whatever be the strongest craving of your nature, make sure that the occupation will satisfy it.

**To Discover If You Can Meet the Requirements Gives Most Difficulty.** Of the three points—conditions, requirements, and rewards—it is the second that causes the most difficulty. In many occupations it is difficult to state all the qualifications and specify exactly how much of each one ought to have. Many of the occupations are complicated; every individual is also complicated. In terms of the vocational hexagon shown on page 40 you are a six-sided person: A *physical* being with a given height, weight, and age; a *physiological* organism with many separate organs, such as heart, lungs, digestive system, and sense organs; a *mental* entity that thinks and feels; a *social* unit moving in a group of other living beings; an *economic* force representing a certain earning and spending capacity; and a *moral* being with conscience, ideals, and moral responsibilities.

**Physical Qualifications Easily Determined.** In examining your physical qualifications you will probably experience little difficulty. For example, in order to be a policeman in New York City, one must be 5 feet 7½ inches tall. Any one who can use a yardstick can determine his fitness in this respect. Occupations making unusual physical demands are, however, few, and if you have an average physique, you can qualify physically for most occupations.

**Physiological Qualifications Are Important.** It is a little more difficult to determine one's fitness from the

physiological point of view, which takes into consideration the state of the bodily organs, such as the heart, lungs and sense organs. Here again, if you are normal in all respects you will probably be able to fit into most occupations. But there are some occupations concerning which you will need to be on your guard. For



In some occupations a keen sense of hearing is important. This may be tested by means of the audiometer. (*Courtesy of W. H. Holmes and Public Schools, Mount Vernon, N. Y.*)

example, certain kinds of work are unsafe for one who is susceptible to lead poisoning; others are unsuitable for a person who has heart trouble; some are dangerous for one who has weak lungs. Certain vocations require especially good eyesight and some, keen hearing. To be an aviator one needs an accurate sense of equilibrium so that he can tell when he is flying upside down. If you find that the occupation you are considering presents conditions in which you might be



handicapped from the physiological point of view, you should have yourself examined to see if you could engage in it with safety.

**A Defect May Be Turned into an Asset.** You might find that some physiological peculiarity of yours would be a distinct asset in a given occupation, as did a woman who, through illness, had developed an abnormally acute sense of touch. She found an occupation in which this abnormality was an asset—the occupation of hair buyer, where one judges by feeling as well as by sight.

**Examine Your Mental Equipment.** As we showed in Chapter III, the occupations differ markedly with respect to the amount of intelligence they require. Ascertain, as well as you can, the approximate amount of intelligence required in the occupation you are studying. Then endeavor to obtain some measure of your own intelligence. If you take an intelligence test in school, perhaps your principal or school adviser will tell you whether you stand in the top fourth, middle two-fourths or lowest fourth of the class. Any reputable psychologist can measure your intelligence in an hour or two. Lacking facilities for securing a scientific measure of your intelligence, you may estimate it roughly from your standing in school grades. If you are in the top quarter of your class, you may conclude that you are in the upper ranges of intelligence and can safely enter one of the technical or professional vocations if you desire to do so.

**Compare Your Intelligence with That Demanded by the Occupation.** There are two cautions to observe.



Avoid getting into an occupation that demands more intelligence than you possess. This will only lead to misery. Unless you have an intelligence well above the average, you should not try to enter one of the professions that requires a college education. Many young men and women are being sent to college by



Your counselor can help you in your self-analysis. (*Courtesy of Electrical Research Products, Inc.*)

their doting parents only to return home at the end of the year because they are not able to do the intellectual tasks demanded of them. This is a catastrophe. These young people should not be subjected to the humiliation of being branded as failures. Though they do not possess the particular kind and amount of intelligence that enables them to acquire the training necessary in a profession, they might

succeed conspicuously in another kind of work appropriate to their capacity.

On the other hand, one should guard against choosing a vocation that does not offer opportunity for the full exercise of his intellectual powers. He would be unhappy and, without an appropriate vocational outlet for his excess energies, he might get into mischief or fall into melancholy.

### **Can You Meet the Educational Requirements?**

You must also measure yourself with respect to the educational requirements of the occupation. Ask yourself, "Do I possess the amount of general education called for in this vocation? Can I acquire the special training necessary?" The disastrous results that may come from neglecting this phase are well illustrated by the case of a freshman in a college of engineering. He was failing in mathematics and was called in for a conference with the dean.

"I never could get mathematics, even in high school," he complained.

"But," asked the dean, "didn't you know before you came to college, that in order to become an engineer you must be especially strong in mathematics?"

The astonished freshman replied that no one had ever told him that and he had never inquired into the matter himself. Preposterous as it may seem, the Society for the Promotion of Engineering Education, which investigated conditions in schools of engineering throughout the country, reported that an overwhelming number of the young men who enter these schools drop out at the end of the freshman year. The most

frequent cause is failure in studies, especially mathematics. The report concludes, "The evidence clearly shows that a large number of engineering students enter college with no adequate information concerning the requirements of the profession."

**Other Clues.** There are many school subjects that are related to various occupations. By noting those which you like and those in which you do good work, you should get some clue as to your aptitude for the vocations in which these subjects play an important part.

Your mental inventory should also include such items as the kind of books, magazines, movies, plays, recreations, and hobbies you like best.

If you have a clearly defined talent in some line, such as music, drawing, art, and public speaking, you should consider seriously occupations in which you can utilize this talent.

**Don't Overrate the Social Advantages.** After canvassing your mental equipment in the light of the occupation, you should analyze yourself from the social point of view. What social assets do you have? Do you get along well with people and make friends easily? Have you relatives, friends, or acquaintances who could assist you in the occupation? Would your social background handicap you?

In taking the social point of view, you will need to be on your guard lest you attach too much weight to the social advantages. Pat was an active lad of sixteen who, on leaving school, wanted to be apprenticed to a plumber. His mother, however, urged a

white-collar job. "Don't mix up with those rough plumbers and get yourself all dirty. Go down to the bank and get a job where you can wear a white collar and associate with nice people. You might be a bank teller some day." So Pat got a job in the bank as a messenger. In ten years he became a teller with a salary of \$31 a week. He never became particularly interested in banking, and he earned far less than he could have earned as a plumber, for there he would have made \$56 dollars a week. His faulty adjustment came from giving over-emphasis to the social advantages of the occupation. We shall discuss this point further in Chapter XIII.

**The Economic Aspect.** From the economic point of view see if you have money with which to finance your period of training or the initial stages of the business you are considering. Perhaps your family already has a business or profession into which you could step. If this line of work is especially distasteful to you, however, or if you are not suited to it, do not make the mistake of selecting it merely because it is "in the family." The following example, quoted by kind permission of Harper & Brothers from the author's book "How to Find The Right Vocation" shows the unhappy fate that befell one young man who followed this procedure.

Winthrop Arbuckle had been told from earliest days that when he completed his education he was to enter his father's brokerage business.

On graduation from high school he went to the School of Commerce of a large university and spent his time studying

economics, banking, and investment and allied subjects in the effort to prepare himself to carry out his father's desires.

All the while he was poring over books on economics, accountancy, and salesmanship, however, our budding financier was afflicted with a great nausea. He loathed them. What he was really interested in was music. All through his boyhood he had studied the piano, had played in the school orchestra, and under the guidance of a skillful teacher had developed considerable technique. Indeed, his teacher prophesied that if he should prepare himself properly he would have a highly successful career as a musician.

In college his business studies palled on him so much that he finally installed a piano in his room and spent most of his leisure hours playing on it. He soon became so highly regarded as a musician that he was commissioned to write most of the lyrics for the college musical shows.

On graduation from college young Arbuckle would have wished nothing better than to begin a musical career, but his father, with loving insistence, demanded that he return home and enter the bond house. Winthrop, being a dutiful son, assented, entered the office, and did his best to make a good partner.

In spite of the best intentions, however, he was a poor business man. Worse than that, he was intensely unhappy, for he loathed his work and he felt that he could do much better work and be much happier if he were in the field of music. Today he is forty-five years old. His father is still living, but the son is responsible for carrying on the business. He is broken in spirit, feels himself a failure, and claims that he has been cheated out of happiness. A tragic vocational misfit because he was forced into a vocation



that did not accord with his abilities and his tastes; forced on the basis of a single consideration—his father's occupation.

**The Moral Question Is All-important.** But above all, watch the moral side of the adjustment. Is the occupation one in which you can be good? Will it satisfy the higher side of your nature? Can it be justified as a real contribution to human welfare?

**Strike a Balance Among All Factors.** No matter how conscientiously you may endeavor to take everything into account, you will find it difficult to give equal weight to all aspects of the situation and you may be obliged to make a compromise. For instance, suppose you wish to be an architect but you have weak lungs and so can not endure working indoors as an architect must. Under these circumstances you might modify your choice, selecting the occupation of landscape architect, which would enable you to work outdoors some of the time, thus saving your lungs and still gratifying your desire to create beautiful things. Or you might be obliged, in the interest of some one factor, to subordinate one of your interests to the plane of an avocation or side line. Thus John Erskine, in his youth, loved music and wanted to become a musician. He also was fond of literature. Since he could not use both lines as vocations, he elected literature as his vocation and music as his avocation.

**Avoid Fortune-tellers.** In view of the difficulty of making such an analysis of one's self, some young people are tempted to visit certain persons who adver-



tise that they "will tell you what vocation you are best fitted for." Some of them assert that they can do this by reading the bumps on your head (phrenology); some by reading your palm (palmistry); some by reading the stars (astrology); others claim to have a system which they call "character analysis."

Regardless of the claims these people make, they can not fulfill their promises. In the first place they have not made exhaustive measurements *proving* that the signs by which they make their predictions are reliable. Secondly, they contradict each other. If you should visit several of them, you would find that one might tell you to be a salesman; another might advise you to be an actor; while a third might recommend that you become an engineer. The third ground for avoiding them is that scientists have examined their claims and have found by actual experiment that the bumps on the head, shape of nose, height of forehead, color of eyes, and lines on the hand do not determine what vocation one should choose.

**Psychological Tests Cannot Foretell Your Future.** Another device which is being recommended for analyzing an individual is the psychological test. Some advisers make use of tests which they hope will reveal one's probability of success as an engineer, salesman, or nurse. A few promising experiments have been made with these tests, but at present they can not give much help.

Fairly reliable tests are available for the measurement of general intelligence, but these will not indicate what vocation you should choose. Neither will the

so-called tests for mechanical aptitude or musical talent, though a low standing in these tests might indicate that you had better not try certain occupations.

Certain physiological tests may give negative help. For example, by taking a test for detecting colorblindness you can find out if you possess one of the qualifications of a worker on the railroad. By taking certain tests you can discover whether you have some of the qualities needed by an aviator. But at best, tests can only tell you to stay away from certain occupations; they can not indicate which one of the thousands of occupations you should choose.

There are a few tests of a strictly psychological nature which are useful in analyzing certain aspects of personality, particularly emotional disturbances, but they must be used warily and only by a reputable psychologist.

**No Easy Road to Vocational Choice.** From these remarks you can see that there is no quick and ready way in which you can expect to have your vocation indicated to you. There is no nickel-in-the-slot method of obtaining vocational guidance. At various points in your analysis of vocations and of yourself, you can secure information and advice from counselors, but they can not make up your mind for you. No one can do that but yourself.

When you stop to think you will agree that you ought not to expect your vocation to be decided by any person or any mechanical device. That would rob you of your divine right and duty—making up

your own mind. To make one's own decisions is hard, but it is necessary if one is to maintain his self-respect

**You Were Not Cut Out for Any Particular Vocation.** One reason why people want to be told what occupation they should choose is that they think that each person was "cut out" at birth for a particular vocation. This idea is wrong. Every person can probably succeed in a number of vocations. In your study of biographies you have surely encountered such instances. Benjamin Franklin was successful as a printer, physicist, inventor, diplomat, historian, and journalist. Theodore Roosevelt was a cowboy, historian, politician, journalist, diplomat, hunter, and naturalist. Among your acquaintances you probably know a man who can do a number of things equally well—repair an automobile, run a motor boat, cultivate a garden, or play the saxophone. So can you do a variety of things. You were not cut out for a particular vocation and there is no use looking for it.

If we should designate each person for a particular vocation at the age of fourteen, and expect him to remain in it for the rest of his life, we should be neglecting the fact that individuals change from time to time. By the time one had reached the age of twenty-four he might have new tastes and abilities, and so might be able to do the work in another vocation. Furthermore, the occupations themselves are constantly changing and by the time the individual is twenty-four there may be new occupations but nobody to fill them. Suppose, for example, one had

tried to guide Graham McNamee at the age of fourteen. No one could have foreseen that he would become the most eminent radio announcer in the country, since the occupation of radio announcer was not then in existence.

Even if we had devices that could indicate your aptitude for a given vocation, your problem would not be solved, for there are other factors besides aptitude that must be considered; such as your family connections, the amount of capital at your disposal, your geographical location and the other aspects of the vocational hexagon.

**Summary.** In conclusion, two principles should be emphasized. The first is, before you can choose a vocation correctly, you must analyze yourself in the light of the occupational needs. "Know thyself," the admonition of the ancient philosopher, applies with especial cogency in this perplexing matter.

Secondly, conduct this self-searching in an honest and fearless way. If you find things within yourself which are not complimentary, do not fear to face them. They are there, and only by recognizing them can you properly fit yourself into the right vocation. To paraphrase a Biblical saying, it is only the truth that will make you free.

To thine own self be true,  
And it will follow as the night the day

that you will go a long way toward finding a suitable  
. vocation.

### Questions and Exercises

1. Mention five traits, in addition to those mentioned in this chapter, which are important in practically every occupation.

2. Rate yourself with respect to these traits, using the chart on page 105.

3. Ask someone else to rate you; see how well his ratings agree with yours.

4. List five undesirable habits which you intend to rid yourself of.

5. Ask your father or someone else to tell you about a person who contracted a disease through his occupation.

6. If your teacher is willing to place on the board the grades made by the members of your class in English (without mentioning names), see where you stand—whether in the top quarter, the middle 50 per cent, or the bottom quarter. It would be still more helpful if you could know your standing in all subjects.

7. Check the subjects which you like and the ones in which you do good work. Draw a line through those which you dislike. Add others.

Arithmetic.	Physics.	Shop work.
Reading.	Botany.	Printing.
Geography.	Physiology.	Typewriting.
Civics.	Algebra.	Shorthand.
History.	Geometry.	Bookkeeping.
Music.	French.	Agriculture.
Literature.	German.	Cooking.
Dramatics.	Spanish.	Design.
General science.	Latin.	Dressmaking.
Chemistry.	Drawing.	Millinery.

8. Mention the magazines you enjoy most.

9. Give your favorite sports, games and hobbies.

10. Look in the dictionary for definitions of these terms: physical, physiological, social, economic, mental, moral.

11. Tell of someone you know who has been engaged in several occupations and has been equally successful in them. What bearing does this have on the theory that everyone was cut out for a particular vocation?

12. If you answered the questions on page 57, Chapter IV, you are aware of the conditions, requirements, and rewards to be found in the occupation you are considering. Now examine yourself in the light of each of these facts and judge how well you would fit into the occupation.

### Readings

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DAVIS, J. C., and J. C. WRIGHT: "You and Your Job," Chap. IX, John Wiley & Sons, Inc., New York, 1930.

KITSON, H. D.: "How to Find the Right Vocation," Chap. I, Harper & Brothers, New York, 1929.

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## CHAPTER X

### TRYING OUT THE VOCATION

In preceding chapters a number of methods by which you can discover the conditions existing in an occupation have been described. In this chapter we shall propose another method—engaging in the occupation for a time on an experimental basis. For example, one way to obtain a “close-up” of the work of a printer is to work in a printing establishment. Of course you could not expect to perform the technical operations that printers perform without undergoing special training, but you could secure experiences that would give you a considerable amount of light on printing. By living in that atmosphere you could sense the smells and sounds of a printing establishment; could see what kind of men and women you would probably work with; and could observe at first hand the things a printer has to do.

**The Value of Exploratory Courses.** One convenient way to make your explorations is provided by some school systems. They give exploratory or try-out courses in which each pupil is permitted to spend several weeks learning some of the simpler tasks in each of several occupational fields. Courses commonly offered are as follows: agriculture, commercial work, industrial arts, mechanical drawing, machine-shop work, automobile repairing, electrical wiring,

woodworking, printing, art and design, and household arts. In some schools each pupil is required to spend six weeks in each of three or four of these courses, for the purpose of discovering the one he likes best and the one in which he succeeds best.



An industrial try-out class. (*Courtesy of F. J. Keller and East Side Continuation School New York City.*)

If your school offers such courses you can take several. In some of them you may do good work though you do not like the work. Others you may enjoy even though you do not do very good work in them. In one course you may find that you both like the work and succeed in it, in which case you may wisely consider it as a possible vocation.

The following newspaper account describes the value of such school work in the life of one boy.

What is only a fad to most boys has been put to work by Joseph Ehrhardt,

a seventeen-year-old St. Louis youth who has made dreams come true. Through his own unaided efforts he has obtained high honors, a European trip, a modest cash capital, started a business which has paid all his expenses since the death of his father more than a year ago, is completing his high school education and is confidently looking forward to a four-year university course offered by the Fisher Body Craftsman's Guild.

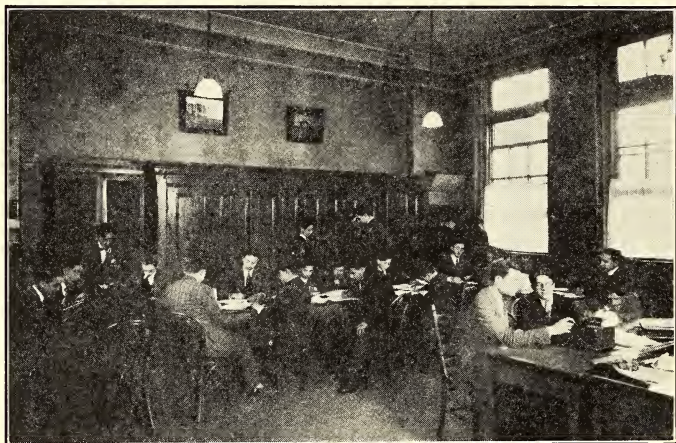
These accomplishments started in the manual training rooms at school and were carried to success by native craftsmanship ability combined with a degree of perseverance rarely found in youth.

In 1928 young Ehrhardt became interested in model airplane construction and for two years won medals in these competitions. This year he won both the Mulvihill and national trophies for outdoor duration as well as the national competition sponsored by a leading boys' publication. These netted \$300 in cash and a free trip to Europe.

Last summer while abroad he competed with hundreds of boys representing seven countries and won the Wakefield international trophy, bringing his total of airplane model awards to 33. This is the first time the Wakefield trophy has been taken from England in three years.

Such ability as Ehrhardt displayed in making miniature airplanes became widely known and soon he started receiving requests to build planes for others. This has developed into a profitable business, which is financing him while he continues his education.

Even though you do not ultimately enter an occupation represented by one of these exploratory courses, by taking one or more of them you will receive one of the elements of the cultural education, for it is surely educative to know how to do things. Besides, in one of these courses you may become interested in some



Trying out commercial occupations in school. (*Courtesy of F. J. Keller and East Side Continuation School, New York City.*)

by-product that will give you a start toward an occupation you would not otherwise think of. A further important reason for taking one of these courses is that in case you are contemplating work of a certain kind, you may find, by sampling the work, that you do not like it and thus you will receive negative help in reaching a decision.

**Use the School Subjects as Indices.** The school offers other opportunities whereby you can make explorations in the occupational world. Through

courses of the ordinary school curriculum you can do some work of a vocational nature. In a course in mathematics you can solve certain problems encountered by a carpenter, a cost accountant, a sales clerk, or an estimator. With the exercise of a little ingenuity, most of the courses in the academic curriculum lend themselves to this end.

**Value of School Clubs.** But courses do not constitute the only means by which you can make contact with occupations in school. Clubs and other extra-curricular activities furnish capital opportunities. An investigation of such organizations in one high school showed that 30 per cent of them were directly concerned with activities belonging to occupations.

In order to show how membership in a school club may help one to find a vocation, let us cite the case of Ray White. On his fourteenth birthday he received a camera. When his school counselor asked him what club he would like to join he decided that here was a chance to learn how to use his new camera, and so he said, "I think I'll join the Camera Club." There were nine other pupils in the club, and they met twice a month to show each other the pictures they had taken. At the end of the semester they gave an exhibition and asked several photographers to select the prize picture. Ray won this honor with a snapshot of a landscape which he had made. This stimulated him so that he asked to be enrolled in the Camera Club another term.

This time he entered on the taking of pictures with more seriousness. He studied books on photography



and became acquainted with a professional photographer from whom he received many suggestions. Hearing of a national competition he entered it and won third prize.

By this time Ray had begun to see wider uses of the camera. He took pictures of interesting events that occurred in his vicinity and sent them to newspapers



Learning to retouch photographs. (*Courtesy of Electrical Research Products, Inc.*)

and magazines. Once he took a picture of a tree which, by some freak of nature, had started to grow from the cupola of the courthouse in an adjoining county. Hearing that a pair of twin calves had been born on a farm in the country, he took their pictures. He sold his pictures readily. So omnipresent was he with his camera that the local newspaper began to regard him as its official photographer.



During his summer vacations Ray worked in a local photographer's studio so that by the time he was graduated from high school he was a qualified photographer. On the advice of his professional friend who was a real artist, Ray went to Chicago, took several courses in art and, according to recent reports, he is now assistant to a fashionable Michigan Avenue photographer. He found his vocation through participation in a school club.

**After-school and Vacation Work.** You can supplement experiences in school with outside work in the occupations themselves. If you work in the summer time, try to find a job in some field in which you might like to spend your life. This will enable you to peep behind the scenes. It does not particularly matter what you do; any tasks will give you an insight into the problems one encounters in the occupation.

On completing his sophomore year in high school, Wendell Jones thought he would find a job for the summer and earn money with which to buy his clothes for the ensuing year. During the preceding school year he had taken a course in printing and he wanted to learn more about it. Accordingly, he applied at the largest printing plant in town and asked if they had any work which a boy of his age might do for the summer. It happened that they needed a general errand boy and so Wendell stepped into the place. All that summer he lived in the atmosphere of printing. His errands took him to other printing establishments and to commercial firms for which his company did work. He was in and out of all departments of the

plant; he learned the smell of printer's ink; he became acquainted with the various machines used in type-setting, press work, and binding. He learned a little about paper stock and became acquainted with the departments that a large printing establishment must have, such as accounting, advertising, sales and estimating. He worked in this plant two summers and then, after graduation from high school, he entered as an apprentice and now stands a good chance of becoming a foreman, happy in a congenial vocation because he approached it after careful deliberation and long acquaintance.

If one summer's acquaintance with an occupation shows you that you would not care for it, you can try another occupation the next summer. Of course the number of fields that can be thus tried out is limited. One must not spend too much time experimenting among occupations, else he would never get started on his life work. Then, too, certain occupations do not offer much opportunity for an untrained person to engage in them, for example, physician, actuary, and teacher. Still there are hundreds of lines of work with which you can ally yourself in some humble capacity. Thousands of businesses have room for a boy or girl, and by making careful selection of your summer and after-school jobs you can obtain much light on the kind of vocation that might be good for you.

**Advantages of Trying Out Vocations.** In conclusion let us note three ways in which experimentation in the occupations may help you: First, it will enable you to obtain information about an occupation at first hand,

information which you can not get from reading or from talking with representatives of the occupation; second, it will enable you to gauge your capacities in the light of the requirements of the occupation; third, it will enable you to test your tastes and to see if you would like to do permanently the things involved in the occupation.

### Questions and Exercises<sup>1</sup>

1. Name the vocations which the exploratory (sometimes called vocational) courses in your school permit you to try out.

2. How many of these courses have you had?

3. Which did you like best; which did you like least?

4. Formulate a problem that might be carried out in connection with one or more of these courses: arithmetic, algebra, American history, civics, American literature, and French. Make the work of this project such that it constitutes a sample of the kind of work one might do in one of the following occupations: shingler, importer, dealer in antique furniture, designer of furniture, or sheriff.

5. List the clubs and other extra-curricular activities found in your school. Place after each one the names of several occupations in which the club activities would give you practice.

6. Name the clubs outside of school to which you belong. What occupational experiences do they give you?

7. Write an essay on the subject: Vocational Experiences I Obtained in A School Club.

8. List the jobs you have held in after-school or vacation periods. Underline those you liked best.

<sup>1</sup> For sample lesson plans embodying the ideas expressed on page 127, teachers see "Vocational Guidance Through School Subjects," by H. D. Kitson, *Teachers College Record*, May, 1927.

## CHAPTER XI

### PREPARING FOR THE VOCATION

After you have chosen a vocation, your next step is to prepare for it. If you carefully studied an occupation as directed in the preceding chapters, you have discovered what are the qualifications required in it. Accordingly, you are ready to plan your training.

**Most Desirable Vocations Require Preparation.** A good many young people are inclined to think that after they have chosen a vocation they can go into it immediately. While it is true one can hold certain jobs without having much education or training, these jobs do not offer much reward by way of either congenial work, high pay, pleasant associations, or opportunities for advancement. They comprise such tasks as running errands, operating elevators, pasting labels, trucking, and tending simple machines in factories. But any job that can be dignified by the term vocation requires preparation.

**Difference between Education and Training.** Most occupations require two kinds of preparation—*general education* and *special training*; and since people often confuse these terms, we shall differentiate between them. Education is knowledge gained through general subjects such as arithmetic, geography, literature, history, government, and science—all contributory to

living a comfortable life and performing the duties of a citizen, and valuable in most occupations, though not uniquely designed to prepare one for any particular vocation.

Even the knowledge one secures in a 4-year college of liberal arts is only general education. Contrary to general belief, a college education of this sort does not prepare one for any particular vocation. It is cultural and broadening, and it helps one to live a more enlightened and interesting life, for it acquaints him with the sciences, arts, literatures, and histories of the world; but it is not vocational, and it can not be expected to prepare one for a specific vocation. In other words, it is general education not special training, that is, it does not give information and skill relating to a particular field, such as automobile repairing, nursing and dentistry.

**Occupational Demands Vary.** Most occupations that call for preparation of any sort require some general education and some special training. Some vocations demand only a small amount of general education; for example, barber or waiter. Others call for education amounting to that of the eighth grade.

Certain occupations require a high school education. For example, most schools of nursing do not accept girls without education of that grade. Most employers of clerical workers, such as stenographers, prefer a person with a high school education, not because the high school prepares one for that specific occupation, but because in high school one learns a relatively wide range of facts and so is a little more sophisticated than



a graduate of the elementary school; that is, he has a broader vocabulary, does not need to have so many things explained to him, and has a better grasp of business processes.

A few occupations require that one have an amount of general education represented by four years in a college of liberal arts. For example, in the profession of accountant, a college graduate is given preference. Some department stores offer special inducements to young men and women who are college graduates, and hold open to them the possibility of obtaining executive positions in the store. Some insurance companies give preferment to college graduates who apply for positions as salesmen.

In many occupations applicants are accepted with nothing but a general education (of whatever grade) and the employing firm gives the specialized training required. Thus you can enter a factory with only a few years of schooling and, in a few days, learn how to tend a simple machine.

**You May Combine General Education and Special Training.** In the case of some occupations, you can, while obtaining a general education, acquire enough skill so that you can step into a job. For example, while you are securing your high school education you can, by taking typing and shorthand, obtain some degree of special vocational training. Likewise, in a four-year course in a college of liberal arts, you may be able to secure enough special training to get a foothold in some occupation. Thus, in some states you can obtain a license to teach school, if you have taken, in



your four-year college course, about fifteen credit hours in courses designed to train teachers. But, in general, it is probably better to obtain all of one's general education and then to spend a period obtaining intensive training of a vocational nature.

**It Is Sometimes Difficult to Determine Exactly How Much General Education One Should Have.** We should explain that in the case of a few occupations it is difficult to specify exactly the amount of general education required. In an occupation that normally accepts only high school graduates, an exceptional individual may succeed even though he have only an eighth grade education. For instance, you may find good nurses who have succeeded without a high school education. Likewise, in an occupation where college graduates are preferred you may find successful workers who have never attended college. But such persons probably entered their occupations some years ago when higher education was not so common as it is today.

Standards of preparation are rising in all occupations. By the time you are ready to undertake the work of your choice, the requirements will probably be higher than they are today. Accordingly it is a good plan to secure all the general education you can.

**The Value of Broad General Education.** As we said before, preparation for a vocation is of two sorts—general education and special training. The general education is needful for two reasons; first, to serve as a foundation on which to build the special training. And in this connection you should remember that

the broader and deeper a foundation you build, the higher and stronger structure of special training you can rear, and, generally speaking, the greater ease with which you can prepare for a complicated and difficult occupation.

The second end served by general education is that it will prepare you for a broader life. It will give you acquaintance with literature and art, so that in your leisure hours you will have ways in which to amuse and entertain yourself. It makes you acquainted with the problems of government so that you can be a better citizen and can get along with other people.

**Stay in School as Long as You Can.** Young people are often tempted to leave school at an early age and begin to earn money. For the reasons just mentioned you can see that this temptation should be resisted. Stay in school as long as you can, and obtain as firm a foundation as possible, on which to build your vocational future.

**Ascertain the Length of the Training Period.** After you have discovered, as well as you can, how much general education is required for success in the vocation you are studying, you should ascertain the nature of the special training needed; where it can be obtained; how long it will take; and how much it will cost.

Just as we pointed out that for hundreds of occupations a very slight amount of general education is really necessary, so we should recognize that for many occupations only a small amount of special training is needed. There are occupations for which one can acquire the special knowledge and skill in one day or

less. For example, it would take you only about fifteen minutes to learn how to run an elevator. In one week you could learn to drive a truck, to wrap bundles expertly, to dress poultry or to operate a power machine in a garment factory.

Another group of occupations involve longer training. For example, to learn how to be a good barber requires six weeks of intensive drill; to learn to be a good typist and stenographer requires about nine months.

To become a nurse requires, according to present practice, three years. The time specified by the Labor Union for becoming a journeyman lather is two years; though if more economical methods of instruction were employed this time could probably be cut down considerably.

In only a few occupations need one spend as many as three or four years learning the specific tasks. To become a physician, requires a college education and four years of specialized training in a School of Medicine, plus an additional year of practice in a hospital. To become a well-qualified scientific research worker in physics, chemistry, or psychology, one should be a college graduate and then spend three years in a postgraduate school.

From these examples you can see that the length of time required for special training varies with the different occupations. Unfortunately, in many of them the time is not set on the basis of what is actually needed by one who gives all his attention to acquiring mastery of the essentials of the occupation. The

learning periods are artificially set, after being dictated by factors which have little to do with the actual ease or difficulty of the skills to be acquired. Regardless of such inconsistencies, your duty is to ascertain the length of time generally accepted under existing conditions and to conform to it.

### Questions and Exercises

1. In the Help Wanted columns of a newspaper, count the number of advertisements in which the employer specifies high school graduate.

2. Name some of the subjects in a college course which do not fit one for any particular vocation. Of what value are these courses?

3. Name some courses obtainable in a liberal arts college, which give preparation for later specialized vocational training.

4. Write an essay showing how the study of English composition helps one in the following occupations: newspaper reporter, engineer, printer, stenographer, salesman.

5. What is the difference between a job and a vocation?

### Readings

See end of Chapter XII.

## CHAPTER XII

### FURTHER QUESTIONS ABOUT TRAINING

After you have discovered the length of the training course, you should ascertain where it can be obtained. Since the majority of occupations can be learned in a day or two, or a week or two at most, it is often possible to acquire the special training "on the job," as we say. Many employers supply instructors who teach beginners how to do the work. Large department stores maintain schools which new employees attend during a part of each day and learn how to make out sales checks, how to discriminate between different grades of merchandise, etc. Some insurance companies bring their newly hired salesmen to the home office and give them a six-weeks' training in the techniques of selling insurance.

**Training in the Trades.** In the case of certain occupations, notably well-established trades, such as type-setting, press work, foundry work and machine-shop work, there are training courses outlined by trade unions. One normally begins such a course at the age of eighteen and works as a helper to a journeyman in the trade; he may also do some studying at night. At the end of a specified period of training, usually two or three years, the apprentice takes an examina-

tion and, if he passes it, he receives a card certifying that he is a competently trained workman.

In order that you may see some of the union requirements regarding apprenticeships in various trades, several quotations will be made from the Handbook of American Trade Unions compiled by the United States Bureau of Labor Statistics.

## 1

*Apprenticeship Regulations:* No applicant under the age of sixteen years or over twenty shall be allowed to apprentice himself to the trade. All apprentices to the stonecutting industry shall serve a term of four years and shall comply with all the rules and regulations governing journeymen.

One apprentice will be allowed to every 5 men in a shop; 2 apprentices to 15 men; but in no case shall there be more than 3 apprentices in any one shop.

Locals shall stipulate the rate of wages apprentices under their jurisdiction shall receive each year.

The employer shall provide all tools for apprentices until said apprentices become journeymen. Apprentices are not to use pneumatic machines.

## 2

Any boy engaging himself to learn the trade of blacksmithing must serve four years. He shall in no case leave his employer without just cause. Any difficulty arising between the apprentice and his employer must be submitted to the shop committee.

The following ratio of apprentices will be allowed: One to every five blacksmiths regularly employed.



No boy shall begin to learn the trade until he is sixteen years old nor after the age of twenty-one years.

Apprentices who have served six months shall be eligible to membership.

Local unions shall do all in their power to encourage the apprentice system.

### 3

Any person engaging himself as an apprentice must be between the ages of sixteen and forty and must be given an opportunity to learn all branches of the combined trade of this brotherhood.

There shall be only one apprentice to every five boiler-makers or shipbuilders, and all firms employing such apprentices shall draw up an agreement satisfactory to this organization.

### 4

Any boy engaging to learn the trade of painting, paper-hanging, decorating, or other allied trades enumerated in this constitution, must be under the age of twenty-one at the time of his registration (unless by dispensation), shall be required to serve a regular apprenticeship of three consecutive years and shall register with the local union or district council in the locality where he is employed . . . An apprentice leaving (his employer) except for good reasons shall not be permitted to work under the jurisdiction of any local union in our brotherhood, but shall be required to return to his employer and serve out his apprenticeship.

Apprentices in the last year of their service shall be initiated as apprentices and entitled to a seat in the union, but shall have no vote.

The term of apprenticeship at granite-cutting shall be three years; at tool sharpening two years, and at polishing two years, and no apprentice shall be admitted to membership in this association unless he has completed his full term of apprenticeship. It shall be the duty of the branches to see that apprentices are given a fair opportunity to make themselves proficient at our trade.

From these sample statements you can see that the conditions of trade-union training vary considerably from one trade to another. Some trades have rigid courses and difficult examinations; others do not. In all cases the learner has as his instructor an experienced worker in the trade and he learns while he works, meanwhile receiving apprentice's wages.

**Training in Public Institutions.** Some cities maintain public vocational schools where one can obtain free training in certain vocations. For example, at the Milwaukee Vocational School one can obtain training in about one hundred lines of work.<sup>1</sup>

**Training in Private Institutions.** It is obvious, however, that scarcely any community can maintain at public expense schools where one can obtain training for every vocation. Accordingly, certain private schools have sprung up where one can learn to be an undertaker (there are three such schools in the United

<sup>1</sup> For a list of institutions where one can obtain training in the trades see the "Directory of Trade and Industrial Schools" issued (1930) by the Federal Board for Vocational Education. For sale by the Superintendent of Documents, Washington, D. C., price 40 cents.

States), an optometrist, a tree expert (there are two such schools in the United States), an aviator, etc.

As would be expected, the tuition at publicly maintained schools is free, while at private schools, it usually costs something. A few private schools give free instruction; for example, the Burroughs Adding Machine Company maintains free schools where one can learn to operate their machines.

Large universities maintain a number of professional schools, such as Schools of Medicine, Law, Pharmacy, Education, Business, Journalism, Agriculture, Engineering, Dentistry, Music, Theology, etc.

**Professional Degrees.** These professional schools give degrees, such as the following: LL.B., M.E., C.E., E.E., J.D., B.Mus., D.D.S., D.V.M., M.D., Ph.D., D.S.

**Selecting an Institution.** After you have located several institutions that give training for the occupation in which you are interested, you will have to decide which one to attend. You may find one in your own city, or you may be obliged to seek farther afield. In any event, study the catalogs of institutions where such training is obtainable. If there is a vocational counselor in your school, he or she can probably help you. Otherwise, seek the advice of someone in the occupation which you are considering.

If the institution is a college or university, you can find detailed information about it in the College Blue Book. A smaller book that serves about the same purpose may be found in your school library—"Which

College," by Halle. (See reading list at end of this chapter.)

**Look First for Quality.** Among the many considerations that affect your choice of school for advanced training, the most important is quality. Institutions differ in this respect. Some give better instruction than others. Above all, strike for the



Consult your school counselor about your educational problems. (*Courtesy of F. J. Keller and East Side Continuation School, New York City.*)

institution that has the highest standing. It may be a little more expensive than an institution of lower standing, but in preparing for a vocation one should have the best.

How can one judge concerning the quality of an institution? There are several ways. In the case of a university, is it a member of the Association of Ameri-

can Universities? In the case of a medical school, does it rank *A*, *B*, or *C*, as rated by the American Medical Association?

It is more difficult to measure the worth of certain other schools, but you can ask leading workers in the occupation for their opinion regarding several schools. Do not accept advice from one person; go to several. You might even submit a list of several institutions and ask them to rank these institutions according to the quality of the vocational preparation which they give.

Above all, keep in mind that a college of liberal arts, that is, the typical small college, does not give training for any particular vocation; it gives general education. Even the occupation of teacher, which so many graduates of colleges of liberal arts enter, is not to be fully prepared for at such institutions. Teachers who have been graduated from such colleges soon discover that if they wish to advance in their profession they must take postgraduate work at a School of Education in a university.

**Cost of Training.** Naturally you are interested in the amount of money required for training. Compute this carefully before you start. The basis for this computation can be readily obtained. If you attend a public vocational school in your home town you will pay no tuition, but you will need books and supplies. If you go to an institution away from home you will need money for board and room, traveling expenses, books, clothes, and tuition. You can ascertain the tuition fees and approximate living



expenses at any institution by studying its catalog. In some institutions you can earn a part of your expenses by rendering various kinds of services. For a recital of ways in which college students earn money see "Through College on Nothing a Year," by Gauss. But you should not expect to earn the greatest part of your expenses in college, for you should have your full energies to spend on your studies.

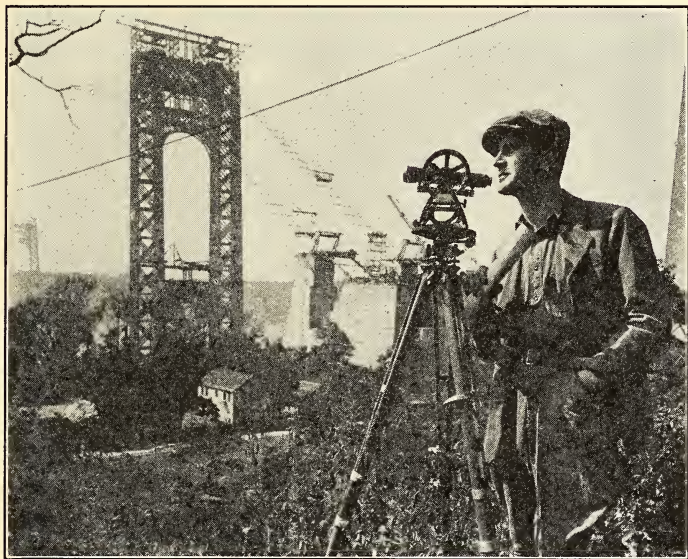
In a few occupations, conditions are arranged so that students can maintain themselves during their training period. For example, nurses are not generally obliged to pay for their training. They are provided with room and board in return for which they give their services to the hospital to which their training school is attached. In some trades, apprentices receive wages during their apprenticeship.

**Practice Is Necessary.** Before leaving this question of training we should call attention to the fact that you can not expect to be completely equipped for a given occupation merely by taking a course of training at some institution. At best, most institutions can give only the theory of an occupation. This needs to be supplemented by practice, which must be obtained by working in the occupation. Some training schools provide for this—for example, schools of nursing, library training, and dentistry.

**Training on the Cooperative Plan.** Some institutions maintain a cooperative plan whereby a student attends school a part of the time and works at the occupation part of the time. Under this arrangement, students work in pairs; the one attending school while



his partner fills the position in a business establishment. Certain high schools and city vocational schools operate under this plan; among institutions of higher learning may be mentioned the Colleges of Engineering of New York University and the University of Cincinnati.



The engineer needs long and thorough training. (*Underwood and Underwood.*)

**Train Yourself for Something.** In planning your career, consider this matter of training very seriously. Many young people find that they can get a job easily and so they leave school and take the first job offered them. Do not be deceived by the fact that an untrained boy or girl just out of high school can readily

find work. And do not conclude that simply graduation from high school means that you are ready to step into the occupational world. It is true, a young man or woman may find a job without being trained for anything, for there are many positions that do not require special training. You will find, however, that they usually pay only small wages. Furthermore, they are mostly juvenile jobs, appropriate for a person under twenty-one, but no longer suitable after he reaches that age. For when a man becomes mature he ought to be earning more money; besides he may have a wife and children and may need more money to support them. He would like to have an adult job, but he has no specific training. To take time off for training at his age when he has family responsibilities, would be highly expensive, perhaps impossible. Do you see, then, how important it is that you acquire skill in some definite occupation by the time you reach your early twenties?

**The Untrained Person Suffers.** There is another ill that afflicts persons who are not specifically trained for any occupation. They are classed as unskilled workers, and whenever a time of industrial depression occurs, they are usually the first ones to be discharged. In order, then, to assure yourself of steady work you should train yourself specifically for something.

Even a person who does train himself for a vocation may find that, because of some change in the occupation, he is out of a job. Machines are being invented which displace many skilled and semiskilled workers. For example, the invention of sound pictures caused

many theater owners to discharge the musicians in their orchestras. Almost every occupation is susceptible to this influence of inventions. The only way to guard against it is to keep your eyes open to developments before they occur and, by making some modification in your professional preparation, anticipate the changes and take advantage of them instead of being overwhelmed by them. For example, in the field of music, a few musicians, foreseeing the revolution that was about to occur in the theatrical field, obtained radio contracts, for that is a new field in which there is room for many musicians who formerly worked in theaters. Many welders, when they saw electrical welding come into existence, hastened to learn how to do it; and thus they escaped unemployment. To forestall such experiences, we repeat, one must be a constant student of his occupation, must keep up with the times, watch new developments, and adapt himself before the changes occur.

**One Never Completes His Training.** This thought will serve as an introduction to our final advice regarding preparation for one's vocation: Strictly speaking, one never completes his training. In the first place, he can never learn all there is to know about his vocation. In the second place, the vocation changes from time to time. New discoveries are being made and new inventions arise, which modify it. To keep abreast of the times one must study constantly.

Workers in some vocations continue their training systematically by spending a few weeks each year in a professional school where they acquire new ideas and

new techniques. Teachers do this; so do physicians and dentists. Some workers do their studying through correspondence courses. Such study, without an instructor's presence, is hard. Many people who start blithely on a correspondence course fail to complete it because they have not the grit and persistence to force themselves to dig out facts for themselves. If you possess unusual determination, however, and are willing to force yourself to work, you may derive much benefit from such study.

Naturally, some correspondence courses are better than others. Accordingly, they should be scrutinized with the same caution that one exercises in choosing any institution offering vocational training. Do not rely on glowing advertisements, but seek the advice of several persons who stand high in the occupation in which you are interested, and do not enroll in any correspondence course without securing the recommendation of one or two persons who know what they are talking about.

### Questions and Exercises

1. Make a chart showing the most desirable steps to take in preparing yourself for the occupation you are studying. Show (a) the number of years to be spent in *general education*; (b) the number of years to be spent in *special training*.
2. List the courses you expect to take during your special training.
3. List the courses you should take in high school as preparation for your later special training.

4. If you should be able or obliged to leave home for your special training, name four institutions in your own or in neighboring states where you might go.

5. Secure catalogues of these institutions and compute the cost (including transportation) involved in attending each of these institutions.

6. If the institution is a college or university, compute the percentage of the faculty who have the doctor's degree.

7. What are the chief differences between a four-year course in a college of liberal arts and a four-year course in a teachers college; in a college of engineering; in a college of dentistry; in a college of commerce?

8. From a catalogue of your state university, list the professional schools found in this university.

9. Copy the abbreviations of professional degrees on page 143. After each one write the degree for which the letters stand. In another column state the total number of years' study beyond high school, which each one requires.

10. Name the professions for which these various degrees would fit you.

11. Check the degrees offered by your State University; add others and state what they mean.

12. What is the meaning of these abbreviations: R.N., Ph.G., C.P.A.?

13. Find someone who has taken a course by correspondence and ask him to tell you how it has helped him.

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## CHAPTER XIII

### THE LURE OF THE WHITE-COLLAR JOB

There is one disease from which most young persons in the United States are suffering. It is the craving for a white-collar job. If you should ask a group of high school boys to name the occupations they expect to enter, you would find that the majority would mention the professions, such as physician, lawyer, engineer. Most of girls would say they expect to become teachers or secretaries. Young people exalt the professions and clerical occupations and disdain the trades and other manual occupations.

When asked why they prefer the former and scorn the latter, these young people reply that the professions and clerical occupations are clean; that they permit one to associate with refined people; that they enjoy a higher social standing in the community (in the sense of being more respectable); that they offer greater opportunity for advancement; and, finally, that workers in these vocations make more money than do workers in the skilled trades.

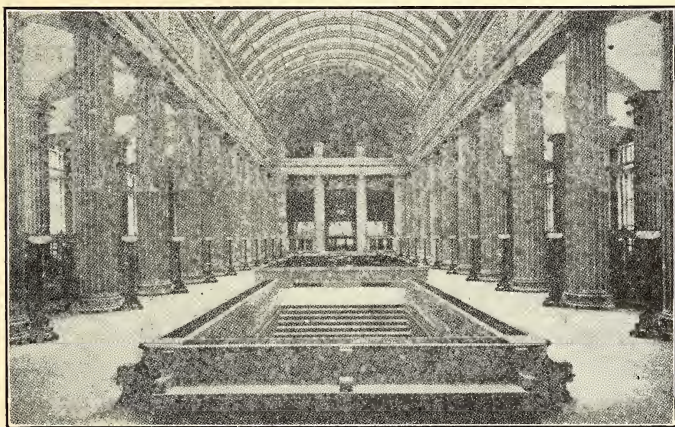
**The White-collar Jobs Are Cleaner.** As to the first of these claims, we must admit it is true. A druggist, for example, can keep himself cleaner than can a mason. The second claim is also unquestionably sound; the druggist probably associates with "nicer"

people than does the mason. The third claim is likewise well founded. Most people, especially young people, rate a white-collar worker higher in the social scale than they do a worker in a skilled manual trade. This point was interestingly proved by a sociologist who asked several hundred high school students to rank a group of representative occupations according to their social standing in the community. The order in which they were ranked is as follows:

- |                                |                         |
|--------------------------------|-------------------------|
| 1. Banker.                     | 24. Insurance agent.    |
| 2. College professor.          | 25. Policeman.          |
| 3. Physician.                  | 26. Mail carrier.       |
| 4. Clergyman.                  | 27. Railroad conductor. |
| 5. Lawyer.                     | 28. Carpenter.          |
| 6. Auto manufacturer.          | 29. Salesman.           |
| 7. Superintendent of schools.  | 30. Soldier.            |
| 8. Civil engineer.             | 31. Typesetter.         |
| 9. Army captain.               | 32. Plumber.            |
| 10. High school teacher.       | 33. Tailor.             |
| 11. Foreign missionary.        | 34. Motorman.           |
| 12. Factory manager.           | 35. Chauffeur.          |
| 13. Elementary school teacher. | 36. Barber.             |
| 14. Dry goods merchant.        | 37. Factory operator.   |
| 15. Man of leisure.            | 38. Blacksmith.         |
| 16. Farmer.                    | 39. Coal miner.         |
| 17. Machinist.                 | 40. Janitor.            |
| 18. Traveling salesman.        | 41. Waiter.             |
| 19. Rural school teacher.      | 42. Teamster.           |
| 20. Grocer.                    | 43. Hod carrier.        |
| 21. Bookkeeper.                | 44. Street cleaner.     |
| 22. Electrician.               | 45. Ditch digger.       |
| 23. Locomotive engineer.       |                         |

The trades were placed toward the bottom and the white-collar jobs in the top half.

**They Do Not All Offer Opportunity for Rapid Advancement.** As to the plea that these white-collar jobs offer more opportunities for advancement than do the trades, there is room for serious question. It is true, they seem to have this advantage, but the



The beautiful surroundings in a bank attract many workers.

fact is, advancement is usually so slow that the majority of workers derive little benefit from it. Furthermore, if one analyzes the trades carefully, he will find that they offer greater opportunity for advancement than most people realize. We shall explain this presently.

**Bank Teller vs. Plumber.** The last claim, that workers in white-collar jobs earn more money than do workers in the trades, is palpably false. In order to obtain exact statistics on this point an investigation

was conducted in a large mid-western city. The white-collar job investigated was that of bank teller. In the eyes of most young men a position in a bank is the acme of desirability. To stand behind a teller's window surrounded by piles of crisp greenbacks; to be on speaking terms with the cashier and perhaps even the president; to dream of being president oneself, is a thrilling prospect.

As the manual occupation to be compared with that of teller, that of plumber was selected. It involves dirty work; it is often followed by men who do not use good grammar; and in the list of occupations given above, it ranks socially thirty-second as compared with the first rank assigned to banking.

But with respect to earnings the advantage was greatly in favor of the plumber. Whereas the tellers in that city earned on the average \$31.00 a week, the plumbers earned on the average \$55.00 a week—almost twice as much.

“But,” a young man with the white-collar fever may object, “think of the possibilities for advancement which the bank teller has before him. He may become president and ultimately a director of the bank.”

**A Plumber Who Became a Banker.** The experience of one plumber shows how a young man might become a banker more quickly than he could by working his way through the laborious steps of messenger, clerk, teller, cashier, vice-president, and president to director.

This plumber started with nothing but his skill as a plumber. His first office was in his own home; his

first storeroom was his cellar. Luckily, the city was in a healthy state of growth and new buildings were being erected, and so he obtained a number of contracts.

In a short time he was obliged to rent half of a storeroom down town. His work was good, competitors were few, and so his business grew. Soon he had a whole storeroom to himself. Then he opened a hardware store and ran it on the side.

By this time he was making money. He bought the three-story building in which his plumbing establishment and store were located. As he made money he invested it in other properties, chiefly business blocks.

Soon a new bank was started in his part of the city. He was one of the founders and, since he had enough money with which to take a considerable amount of stock, he became one of the directors. Within a span of fifteen years, the poor plumber had become a bank director.

How many young men who start with nothing in the banking business become directors in fifteen years? How many such men *ever* become bank directors?

You may say, "Yes, but this plumber of yours was a highly intelligent fellow, and he was an exception."

He was intelligent, but not any more so than the average bank teller. He had very little education. Any other young man who would have turned his back on the soft job of bank teller and been willing to soil his hands for ten years or so, could have equaled, if not bettered, his record.



**Through a Trade One May Become a Capitalist.** Though many people do not know it, plumbing is a trade in which it is easy to become a capitalist. True, it is often scorned by young men because it is a manual occupation and a dirty one at that. But manual work is not the only element concerned. Brains bring rewards in plumbing more easily than in banking. The aristocrats of the plumbing profession are the master plumbers, men who have worked up from the bottom and have become proprietors of their own establishments. Their national association, The Plumbing and Heating Industries Bureau, is trying to give the profession a social standing commensurate with its financial rating. Mr. S. Lewis Land, Educational Director of the Bureau, kindly furnished the ladder on page 98, showing the steps a young man might take in becoming a master or proprietary plumber.

When asked about the financial prospects in the business Mr. Land replied, "Everybody knows that the pay for a journeyman plumber ranges from \$1.00 to \$1.50 an hour, depending on the locality. But the master plumbers are above the journeymen. They are in business for themselves, and their income may run into five figures. They have investments in many enterprises."

When asked if any of them become bank directors Mr. Land replied, "It is perfectly possible for the owner of a plumbing establishment to become a bank director."

**The White-collar Jobs Are Overcrowded.** But the low wages in the white-collar jobs do not constitute



their only disadvantage. They are so overcrowded that jobs are hard to get and hard to keep. It is this overcrowding that produces the low wages. For the law of supply and demand operates on wages just as it affects the price of wheat. There are so many people who want to work in banks that bank employers can have their pick of the market at a very low price.

The oversupply of lawyers is described as follows by a member of the New York bar:

. . . Of late years we have had an influx of lawyers out of all proportion to the assimilative needs of the community. For a long time a very large proportion of them have had a severe struggle for mere existence, and the sad aspect of it is that so many of them are miscast and that they would have a better chance in the struggle for existence in other, if less highly appraised, fields of activity. On top of that has come the constantly growing inroad into what had been strictly professional labor by title companies, banks, trust companies, and various other corporate agencies, which have very materially reduced the opportunity for legal work for a large portion of the profession.

In my relation to the organized bar I have had an unusual opportunity of knowing of the hardships which hundreds and hundreds of lawyers here are suffering. Yet the influx has been continuing, and again this year we have about 4,000 students of both sexes in the various law schools of the greater city of New York. It seems as if almost every family, especially where there are a number of children, looks to the law as an easy road to income and honor for one or another of its sons or daughters. This is especially the case with families of small means, with the

result that the hardships created by this competition have tended to lower the morale of the profession to such an extent as to compel the Court of Appeals recently to stiffen the requirements for admission to the bar, in the hope that the vast influx will be somewhat stemmed and that young men and young women planning their future will look to other channels of service and labor.

And this now comes at a time when conditions generally are such that there are few openings for clerkships in the offices . . . The immediate result will be that several hundreds of those at this time seeking admission will find themselves unable to qualify simply because they cannot obtain clerkships on any terms.

The obvious remedy seems to me to be that our young men or women who are not so fortunately situated as to possess ample means to carry them over a very long period of waiting to obtain a firm foothold in the law, be led to plan their careers along other lines.

Similar advice may be given with respect to practically all of the white-collar jobs. The United States Census shows that of all the workers in the United States, less than 10 per cent are in the professions. Compare this with the proportion of your class who say they expect to become physicians, lawyers, or engineers, and you will see that the majority are bound to be disappointed, for society cannot absorb and support so many workers in these few occupations. Accordingly, you should think a long time before you start blithely on your way toward a career in one of the overrated professions.

**All Useful Occupations Are Equally Honorable.**  
There is still another evil in this tendency to exalt the

“gentlemanly” jobs in which one can wear a white collar. It is vicious from a moral point of view. It implies that certain kinds of work are less honorable than certain other kinds. As a matter of fact, all occupations that contribute to the well-being of mankind are equally honorable. Let us agree with Whitman who, in the following lines, tells how manual work can be elevated to its rightful position of dignity:

Away with old Romance!

Away with novels, plots, and plays of foreign courts!

I raise a voice for far superior themes for poets and for art;

To exalt the present real,

To teach the average man the glory of his daily work and trade,

To manual work for each and all, to plow, hoe, dig,

To plant and tend the tree, the berry, vegetables, flowers,

For every man to see to it that he really do something . . .  
for every woman, too!

I say I bring the Muse today and here,

All occupations, duties, broad and close,

Toil, healthy toil, and sweat.

### Questions and Exercises

1. List the occupations chosen by the members of your class.

2. What percentage of these occupations are classed as professions? (The figure will probably be about 60 per cent.)

3. The United States Census shows that no more than 10 per cent of the wage-earners are in the professions.

If we should allow for the fact that the number of high school graduates who enter the professions exceeds the number from the population at large who enter them; also that probably only 50 per cent of the girls will become wage earners, we should still expect no more than 25 per cent of your class to enter and succeed in the professions. If this supposition is correct, how many members of the class are likely to be disappointed?

## CHAPTER XIV

### GETTING THE FIRST JOB

How shall a young person who is just commencing his occupational life proceed to get a job? Most people undertake this important matter in the wrong way. They treat it as a matter of no importance and so take the first job they can get, thus missing better opportunities and failing to lay a foundation that will lead to future success. They do not realize that hunting a job is a matter requiring thoughtful planning and careful execution.

**Plan a Campaign.** Strictly speaking one should not look for a *job*; he should look for a *career*. The search for a position is only a part of the larger process of promoting one's vocational progress along a well-planned series of steps. Before seeking a position, one should sit down and make a long-time plan, laying out a course of procedure that looks many years ahead. Then a job becomes merely an incident—a single link in a chain of progress. Assume this attitude toward your job-hunting and you will have made a good start toward finding a desirable position.

Let us assume that you have done the things outlined in the preceding chapters; you have chosen your field of work and have charted the steps you must take in it. Then you face the problem of obtaining a posi-

tion in the field, that is, of inducing an employer to give you an opportunity.

**Getting a Job Is Selling Yourself.** When you seek a position, you are trying to sell yourself to an employer. Experts say that a sale has a series of phases: preparation, approach, interview, arousing interest, creating desire, and securing decision. These objectives, which salesmen employ in selling carpet sweepers, hosiery, insurance, and other material commodities, must be followed by a person who is selling himself to an employer. Accordingly, you can obtain some help in planning your mode of attack by studying a good book on salesmanship.

**Discover the Employers in Your Line of Work.** In making your preparation for the sale, you should survey the occupation in which you desire to work and ascertain who are the employers in that field. On examining them, you will find that certain ones are more desirable than others, and you can eliminate from consideration the less desirable ones. So important is this that someone has advised the job-seeker not to look for a job but to hunt an employer; and not to think of the employer as choosing him, but to think of himself as selecting the employer. One young man made a favorable impression on an employer by calling on him and saying, "Mr. Jones, I have been looking into your company and talking with persons who work for you, and I find that your firm maintains an especially progressive attitude in dealing with its employees; that you are always fair-minded, and that you give every man an opportunity



to advance. I am looking for that kind of employer and I should like very much to be considered for your next opening. I'll gladly postpone acceptance of any other position until I have your decision." Needless to say, he got his chance.

**Study the Commodity.** This preparation should include a study of the commodity with which the firm deals, so that you can intelligently answer any questions the employer may ask in his interview. Kilduff, in his stimulating book "How to Choose and Get a Better Job," describes the procedure used by a young man who was employed by a small concern that sold technical products, but who wanted a position with a larger concern. He selected a list of twenty-five companies that sold technical products similar to those sold by his present employer; firms that were progressive and which, from his own analysis of their personnel and product, he believed offered better opportunities for advancement. He then wrote a letter of application to each of the twenty-five concerns. From his twenty-five applications he received eleven invitations to call for a personal interview. He prepared a sales talk on the value of his services and then called on each firm. He received definite offers from six of them. He carefully weighed the opportunities in each position from all points of view. (They differed considerably. In beginning salary alone, they ranged from \$35 to \$48 a week, a difference of \$676 a year.) And then he made his decision. This is what we mean by selecting your employer instead of waiting to be selected.

**Start in Your Own Locality.** In making such an approach to a new job, you will probably prefer to attach yourself to a concern in your vicinity where you can easily arrange for a personal interview. Only after exhausting the possibilities in your own neighborhood should you seek farther afield.



Applying for a position is an important matter. (*Underwood and Underwood.*)

**Writing a Letter of Application.** In applying for a position of any importance you will normally write a letter. This may be considered a letter of application, but the application for a job is not its first objective. What you really want is an interview through which you can sell yourself in person. You wish the employer to write or phone you saying, "Call and see me at two o'clock on Wednesday." Your letter, then, should be so worded as to make the employer interested in seeing you. Try to make it a sales letter. It need not be clever or bizarre, but it should be courteous

and frank, giving enough about your past to make the employer feel that he can use you in his business. Several examples of such letters are given in Kilduff's book which you will probably find in the library.

**Interviewing the Employer.** After you have been granted the favor of an interview you face the task of selling yourself. Plan the interview as carefully as you would prepare to sell a million dollars' worth of bonds to a prospective purchaser. Make a thorough study of your commodity—yourself—listing your assets by way of personality, education, training and experience, which would be especially valuable to the employer.

Groom yourself well. Wear clean clothes, have your clothes pressed, get a shave and a haircut, and polish your shoes. Above all, see that your fingernails are neatly manicured. Do not overdress or give the impression of having put on your "Sunday clothes," but take care to present the appearance of a well-dressed man or woman.

Then before you enter the office of the employer give yourself a mental tonic, by means of autosuggestions calculated to induce a calm and confident attitude. Say to yourself: "I know I am qualified for this position. I am going to make the employer see that I am qualified. I am going to make him want me." Then straighten your spine, act like a man full of confidence, and you will engender a similar attitude in your prospective employer.

During the interview watch the employer and see what kind of person he is. If he is one of those persons

who likes to do most of the talking, let him talk while you play the part of an interested and animated listener. If he seems to prefer that you do most of the talking, find out what he wants you to talk about and then accede to his wishes. He will probably ask many questions. If so, answer them frankly and openly. Do not try to hide anything or he will be suspicious.

**The Question of Pay.** Some of his questions may give you a little difficulty. One that usually puzzles young workers is the question, "How much money do you expect?" Naturally you will hesitate to make a reply, for if you name too low a figure you may imply that you are not good enough for the position; while, if you put your price too high, you may not get the position.

A fairly safe reply is, "How much does the job pay?" Of course, this does not answer the employer's question, for he does not want to pay more than he is obliged to, still he wants to offer enough to attract a good worker who will be reasonably well satisfied. A better answer to make is something like this, "In my last position I earned \$35 a week, and I really need that to live on."

A still better response might be to lean forward in a frank manner and say, "Frankly, Mr. Jones, the pay is not the most important consideration. Of course, I should expect enough to live on, but the amount I start with is not so important as the amount I can earn five or ten years from now. What I am looking for is an *opportunity*. If there is a chance that I may reach a good paying position some day, I have enough

confidence in your fairness and in my own ability to believe that I can safely leave the matter to you."

Such a modest and complimentary proposal gives the employer a pleasant feeling toward you. It makes him see that you are not mercenary. It shows him that you are ambitious and that you expect to receive promotions from time to time.

**Ask Your Friends to Help.** In making these suggestions regarding the process of obtaining a position, we have dwelt chiefly on the letter of application and the interview. There are, however, other measures one can take. For example, friends may help. Two hundred working boys and girls of New York City were questioned as to the way in which they obtained their first job. The results are shown in Table IV.

TABLE IV.—MEANS OF SECURING JOB

	Per cent
Friend.....	32
Relative.....	29
Answered advertisement.....	19
Applied.....	13
Saw a sign.....	4
Commercial Employment Bureau.....	3
<hr/>	
Total.....	100

From this table you can see that more than 60 per cent of these boys and girls obtained their jobs through the help of friends and relatives. Accordingly, when you want a job, let the fact be known among your acquaintances.

You can also study the advertisements in newspapers and trade periodicals and apply for those positions which you think you can fill. As another



source of help you may use an employment agency that specializes in finding jobs for people. Some of these, operated by philanthropic organizations, give free service; others, run on a commercial basis, charge a fee, usually amounting to one week's pay. If your school system maintains a Placement Office, naturally you will use it.

### **Legal Requirements Regarding the Work of Minors.**

If you expect to go to work soon, ask your teacher or vocational counselor to inform you concerning the conditions under which minors are allowed to work in your locality. If you will examine these regulations you will see that they are made for your own good.

The law requiring you to remain in school until you have reached a certain age and grade was passed so that you will be sure to obtain at least the rudiments of a general education. The requirements regarding a physical examination will prevent you from getting into a job that might injure your health. The regulations forbidding you to work in certain occupations and after certain hours are designed to keep you out of jobs where your morals as well as your health might be impaired.

**Final Advice.** Above all, remember that you are not merely to look for a job—any kind of job—but rather for an opportunity. This requires the exercise of brains, originality, initiative, resourcefulness, and many other qualities of high intelligence. But by following the principles here laid down you will be able to succeed better than you would if you proceeded in a blind, haphazard manner.



### Questions and Exercises

1. From the "Help Wanted" columns of a newspaper, select an advertisement for a person to fill a position. Write a letter of application for this position. (For sample letters, see Kilduff or Kitson readings.)

2. Write an advertisement for the "Positions Wanted" column of a newspaper, asking for a job of a certain kind.

3. With your teacher's permission, stage an interview between two members of your class, one acting as an employer and the other as an applicant for a position.

4. Write a series of instructions for a boy who is going to apply in person for his first job.

5. Explain in your own words the statement that getting a job is selling oneself.

6. Talk with several friends who are working and ask them how they obtained their positions.

7. Talk with a friend who has obtained a position through a commercial employment agency and ask him to tell you about his experiences.

### Readings

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## CHAPTER XV

### THE KIND OF WORKER EMPLOYERS WANT

Most young people who are thinking about the occupational world are inclined to regard a boss as someone who drives workers too hard and pays them too little. This attitude is understandable, for everyone wants to get ahead, and if he does not progress as fast as he would like, he naturally regards his employer as the obstacle to his progress.

**The Boss Has His Troubles.** But there is another side to the matter—that of the employer. He sees in each employee certain faults which he would like to have corrected, and he sees ways in which the employee could improve if he would take the trouble. Perhaps you will say, “All right, if he wants me to do things in a different way let him tell me so.” But the boss can not take the time to go to each employee and point out his failings. He has many other things weighing on his mind and claiming his attention. Then, too, many employers are reticent; they prefer to keep still and let each employee work out his own salvation. But they think a good deal about their employees and they could give some good advice. For your benefit we shall give the substance of some of their thinking.

**The Comments of Some Employers.** One employer said:

The fault I find with most young people is that they do not take any interest in the firm. They regard it only as the source of a meal ticket. They seem to think that it exists solely for their benefit. Whether or not they earn their pay does not seem to enter into their calculations. Take young Wilson, there, as an example. Every evening when the clock strikes five he drops his work as though it were poison, seizes his coat, and runs for the door. It never occurs to him that by staying a few minutes longer and completing the job he is on, he might save the firm a considerable sum of money with which it could eventually pay higher wages; or that he might give a more prompt reply to one of the firm's customers and so keep him from becoming dissatisfied with the firm. The kind of employee I like is one who puts the welfare of the firm ahead of his own desires. The firm would be more prosperous and the employee would share in the added profits.

A group of employers who were attending an employer's conference voiced their ideas as follows:

The kind of person wanted in business is one who will give us ideas. We can find plenty of routine workers who will do the same old thing day after day, and who will follow instructions fairly well, but we experience difficulty in finding young people who will use their brains and produce new ideas.

Many of the firms represented at this meeting maintain an Employees' Suggestion Box in which they

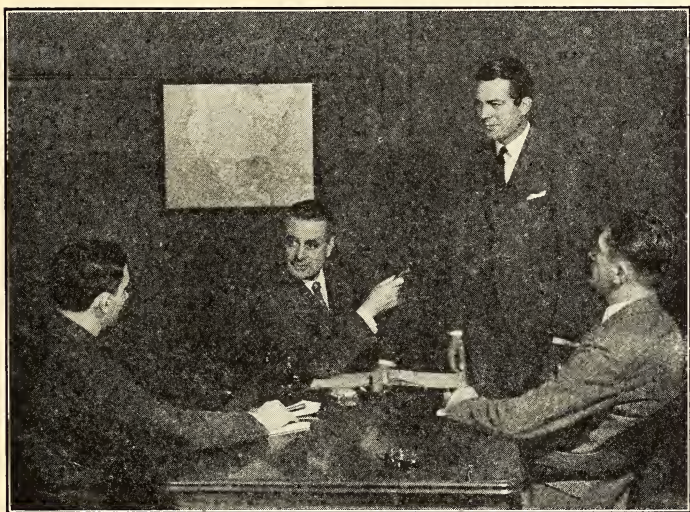
ask their employees to deposit suggestions for the betterment of the plant and improvement in methods. For every suggestion that is workable the firm pays a sum of money, sometimes as much as \$100. But careful note is made of even those which are not used, and an employee who submits numerous suggestions becomes a marked man whom the firm tries to encourage and reward with increases in salary and responsibilities.

One employer said,

One way in which an employee can impress me with his worth is by trying to enlighten himself about the firm's problems and studying phases of the business other than the one in which he is immediately engaged; who tackles his job not merely as an isolated job but also sees it in relation to the rest of the work of the firm; who fixes his eye on the job ahead and then tries to prepare himself for it. Many employees think that promotion is to be secured simply as a reward for serving time. Why should I promote a man merely because he has been with me two, three, or five years? Logically he should not be promoted to a higher position until he has made some preparation for it. The way to prepare is to study that job. In the theatrical profession a young actor attaches himself as an understudy to a star. In the same way a young man who is ambitious to get ahead in business should attach himself to his superior; should study his duties, become acquainted with the kinds of problem he faces, and acquire information that will enable him to solve these problems. Some day the opportunity will come and, if he is prepared, he will receive the promotion.

**How Employers Choose Persons for Advanced Positions.** This employer went on to emphasize another aspect of promotions:

When we have openings in advanced positions, we do not call in some one from the outside. We post a notice on the bulletin board to this effect: "A position is open as auditor



It is a happy day when one receives a well-earned promotion. (*Underwood and Underwood.*)

in the accounting department. Any employee who thinks he is qualified for it should apply at the Personnel Office." Every applicant is most carefully considered, for we feel that it is to our interest as well as to the advantage of our employees to place in these higher positions persons who are already familiar with the work of the firm and whose personalities we are acquainted with. Only after we have carefully considered every applicant from our own staff



and have failed to find one properly prepared, do we employ an outsider.

This policy is followed by large numbers of firms and so you can be pretty sure that you will be given a square deal by the boss. But note that before you can be promoted to a higher position you must prepare yourself for it. You must find out what are the duties of the job above you and then acquire the necessary knowledge and skill. Part of it can be acquired through reading, part by keeping your eyes open around your place of work. Be sure, at the same time, that you are making yourself agreeable so that everyone will see that you are capable of getting along with other people and directing their work with tact.

**The "Rolling-stone" Theory.** A question that frequently perplexes young workers is: Should I stay with one firm and run my chances of "getting a break," or should I change from one firm to another? There are arguments favoring both methods, also disadvantages in both. In the endeavor to obtain some factual information, we made a statistical investigation of several hundred men whose work histories were available. We computed the length of time each had spent in his last three positions, then noted the amount of money he was making in his present position. If the policy of staying with one firm is better, those men who had remained in their jobs the longest should be earning the most money. If moving about is better, those employees who had stayed with each concern the shortest length of time should be earning



the greatest amount. On comparison, however, these sums were found to be practically the same. Apparently it makes little difference which of these policies one adopts. Advancement comes through means other than mere length of service—exceptional industriousness, high intelligence, and superior preparation.

**Practices in Large Concerns.** Perhaps you are saying, "It is easy enough to impress the boss in a small concern where he knows you personally, but how can you do it in a large establishment where the boss doesn't know you?" Though you may not know it, large concerns take care of this matter by keeping account of the work of each employee. If the quantity and quality of his work can be easily measured, they keep records of his daily, weekly, or monthly output. They also record his absences and the number of times he is late.

Some employers use a scale on which each employee is rated. At the end of every six months or so, each supervisor and subboss is asked to rate the workers under him. Some firms use a simple scale of three steps, *A*, *B*, and *C*. If a man is very good he is rated *A*; if he is average, *B*; and if he is distinctly inferior, *C*. Naturally most of the employees fall in class *B*.

Certain firms use more elaborate rating scales. Some of them rate each individual on several points, each one considered separately. For example, one company rates on the following traits: Appearance, ability to learn, accuracy, dependability, speed, cooperativeness, constructive thinking. By considering the employee first in one of these respects and then

in another the employers think they can make a fairer appraisal of his real worth; for although he might be deficient in one respect he might be superior in another, and so he would not be penalized merely because of one outstanding deficiency.

These ratings are used in various ways: For determining which employees should be retained when lay-offs are imperative; for making recommendations after the employee has left the firm; for awarding increases in pay; but chiefly for determining readiness for promotion. All you have to do to secure a good rating is to render a conspicuous type of service. You will then be bound to stand out above your fellow workers; for most of them will not make the effort necessary to raise themselves above the average.

Above all, do not regard this system of rating as an underhanded trick by which the boss spies on you. It is rather a sincere effort he is making to see that you get a square deal. It is really advantageous to you, for it means that your good work is being observed and that it will count in your favor in the long run.

**Put Yourself in Place of the Boss.** One of the best ways of enhancing your chances of promotion is to put yourself in the place of the boss and then examine yourself to see how you look in his eyes. Ask yourself questions such as these:

If I were boss would I like this employee; would I find his manner agreeable?

Would I be satisfied with the grade of work he does, with his conscientiousness, his industriousness?

Is he sufficiently interested in his work?

Does he manifest the qualities that warrant placing him in a position of higher responsibility? Is he absolutely dependable? Is his judgment sound? Is he acquainted with the goods which the firm handles? Is he growing in professional stature or is he standing still?

If you will make a scale of your own and rate yourself with respect to each of these questions on a scale ranging from 0 to 100, you will discover the respects in which you are lacking and see how you stand in certain respects. Then you will have some basis on which to take steps to raise yourself to a standard that will please the boss.

By this exercise of putting yourself in place of the boss you will come to have a more sympathetic attitude toward him and you will proceed a long way toward the achievement of the promotions you desire.

**Summary.** From this discussion of the things which employers are thinking about, you can list a few which you would wisely take to heart when you start in the occupational world. You can safely conclude that the boss likes the person

Who gives evidence that he likes his work.

Who tries to learn more and more about the business.

Who does work of conspicuously high quality.

Who comes to work on time.

Who is not often absent.

### Questions and Exercises

1. Talk with an employer or a personnel manager and ask him what qualities he likes to see in his workers.

2. Discuss the "rolling stone" in occupations.
3. If one is going to change from one employer to another, at what time of life had he better do his moving? Why?

### **Readings**

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## CHAPTER XVI

### HOW TO BECOME INTERESTED IN A VOCATION

Donald Sawyer was a clerk in a shoe store in a small city in Kentucky. He had entered the store on graduation from high school and had worked there two years. But he was dissatisfied. One morning as he was passing the Y.M.C.A. building he saw on the bulletin board an announcement that a secretary from the national office was in the city and would be glad to confer with young men concerning their vocational future. Donald went for an interview that evening.

"My trouble," he confided to the sympathetic counselor, "is that I am in a line of work in which I am not interested. When I first took this job I liked it very much but after two years of it I am tired of fitting people's feet for \$20 a week. Don't you think I had better get into another line of work that I might like better?"

"Is there any other occupation in which you are particularly interested?" asked the counselor.

Donald replied, "No, I just thought that everyone ought to be in an occupation in which he was interested, and I am not interested in the shoe business."

**You Were Not Cut Out for a Particular Vocation.** There are thousands of young men and women in Donald's state of mind. They do not like their work

and they think the fault lies in the job. They are sure that if they could get into some other occupation they would be successful. Many of them entertain the notion that everyone is born with an interest in some specific vocation and they ask, "What vocation was I cut out for?"

As a matter of fact, this view is erroneous. No one is born with an interest in a specific vocation. True, a few persons manifest such an interest at an early age. Most first-rate musicians were interested in music in their early childhood. Some missionaries, who were reared in very religious families, determined at the age of three to be missionaries. We know of one nurse who decided on her vocation at the age of three; another who decided at the age of six. But these are exceptional cases, comprising not more than 5 per cent of the population. Most of us do not narrow our vocational interests until much later.

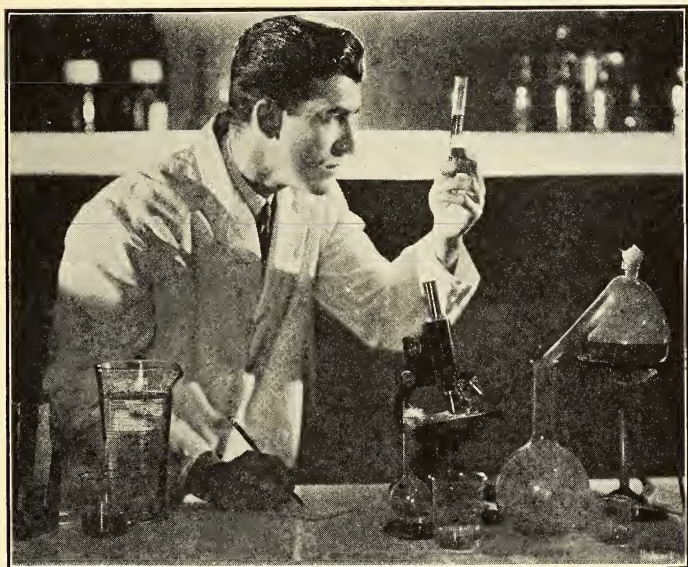
The truth of the matter is, the average person can become interested in various lines of work. Theodore Roosevelt, for example, was interested in the following vocations: historian, cowboy, soldier, politician, statesman, explorer; occupations quite diverse in nature, but he threw himself into them all with equal avidity. Benjamin Franklin was interested in printing, publishing, physics, diplomacy, history, and many other occupational pursuits. Among your acquaintances you can surely count many who are interested in several fields of work.

**Interest Comes through Experience.** No, vocational interests are not inborn. We acquire them in



the course of experience. And though a person may not be initially interested in a certain vocation, he can acquire an interest in it. Naturally you are asking the question, "How does one go about it?"

The answer is contained in a rule formulated by the psychologist, William James: *In order to become*



The scientific laboratory offers many items of interest. (*Underwood and Underwood.*)

*interested in a thing, get information about it.* The counselor from the Y explained it to Donald in this way:

If you are to become interested in shoes you must obtain some information about them. Here is my prescription: Start at once on a course of self-education. Give

yourself a veritable university course in Shoes. First study the History of Shoes. Perhaps you can find a book in the public library dealing with this subject; if not, consult the encyclopedia.

**Studying the History of Shoes.** Find out when shoes were first worn, and what form they took. They were probably a crude sort of sandal, but in them you will find the germs of the article you handle every day at the store. Trace the history of footwear through the intervening centuries. You will be amazed to find how many varieties have been worn—the shoes of mail worn by the cavaliers of the Middle Ages; the pointed shoes affected by the dandies of the Eighteenth Century; the wooden *sabots* worn by the hot-headed French Revolutionaries; the shoes made like stilts, worn by the Chinese ladies who bound their feet. You will also be struck by the strange shifts in fashion which have occurred with cyclical regularity—from narrow toes to broad toes and back again; from high heels to low heels and back again. And in these fashions of former days you will discern many of the features that crop out in our times as new styles.

You will find of especial interest the descriptions of decorations that have been worn on shoes, such as the silver buckles worn in Colonial days, the gold buttons applied by lavish spenders in the world's history, the diamond studded heels which glittered beneath the flounces of the haughty favorites of kings and emperors.

I promise you that all this information will be just as interesting as any novel. But more than that, it will be practical and useful. It will make you style-conscious and alert to the niceties of design. It will also make you sophisticated, that is, aware of the sources of the features that are periodically injected into the design and manu-

facture of modern footwear. For most of these so-called innovations are not new, but are merely revivals of fashions devised by our ancestors.

**Materials of Which Shoes Are Made.** After you have become informed concerning the history of shoes you should study the materials of which they are made. You will be amazed to find the variety of skins that are used: cow, calf, elk, deer, doe, antelope, goat, chamois, alligator, snake, etc. You will discover that skins from the same species of animal are graded, some being of better quality than others. Find out what makes the difference. You will also learn that some portions of the hide are better than other parts. Find out why.

Next study the methods by which these skins are prepared; in most cases, they are tanned. If you can not find a book on tanning in the library, consult the encyclopedia. You can learn a good deal by talking with the local taxidermist.

The third part of your course should deal with processes of manufacture. Shoes used to be made entirely by hand. The oldest shoemaker in town can tell you all about that. To discover how they are made nowadays, you ought to visit a shoe factory. Perhaps you can make a trip through one when you take your vacation next summer. Then you will be able to point out the intricacies of manufacture to your customers and tell them why one shoe is better than another. You will even be able to fit their feet more accurately.

**Such Study Gives Pleasure as Well as Profit.** Observing signs of dismay on his listener's face, the counselor concluded:

You may think this régime I am proposing is rather arduous and that it will be a loathsome occupation. But I

assure you that after you have started it you will find the study a real pleasure. The zest of discovery will lead you on without conscious effort. More than that, you will begin to see that the shoe business offers possibilities of which you had not dreamed.

I understand fully your feeling that a person ought to be in a line of work that he likes. But you do not need to abandon your job to find that work. You can become interested in your present occupation by applying the law of interest and obtaining information about shoes. If you will follow my advice I guarantee that you will come to regard the shoe business as the greatest occupation in the world, and that you will prosper in ways that you do not imagine. Will you do it?

He put out his hand, which Donald shook heartily, promising that he would start immediately.

The very next night he began his course of study. He spent the entire winter learning everything he could about shoes. He became a constant reader in the library. He combed the vicinity for people who could add to his knowledge. And just as had been promised, he found that the humble shoe was an article with a most romantic past, and he developed an absorbing interest in the subject.

But the results were evident in other ways. They manifested themselves in his sales record. People in town were discovering that Don Sawyer knew shoes; that he could tell them more about shoes than any other person in the city and that he could fit their feet better than any one else. Naturally Sawyer's employer observed the increase in sales and rewarded

his enterprising salesman with a substantial increase in salary.

But the results did not end there. In the course of his study of shoes, Donald had conceived the idea of drafting into his campaign for information the traveling salesmen from the shoe companies who visited the store. Every time one came along he engaged him in conversation and pumped him dry. When he was pretty well along in his course of study one of the sales representatives who visited the store happened to be the sales manager of a large manufacturing company. This man, after listening to the intelligent questions which Donald asked, was struck by the solid fund of information he possessed. He recognized that here was a boy who knew shoes.

"Young man," he said, "how would you like to come and work for us? We can use you on our sales force." The salary he mentioned was double that which Donald was receiving. Donald accepted with alacrity, joined the sales force, showed his mettle by making a high record in a difficult territory and, at last report, had been promoted to assistant sales manager. He dates his success from the moment when he ceased complaining about his work being uninteresting and set out purposefully to become interested in it.

**Information Leads to Interest.** Any young person who gets into an occupation which he dislikes, and who does not incline toward any other specific vocation, can lift himself out of the plane of drudgery and dissatisfaction by making himself interested in his



work. The way, as has been pointed out, is simple: Get information about your occupation—although it requires a considerable amount of effort. Under your feet are the acres of diamonds. By digging industriously you can uncover them and attain that apex of human contentment—joy in work.

### Questions and Exercises

1. Mark Twain once made the assertion that he never did a day's work in his life. Explain this.

2. Mention a school subject which you did not like at first but which you began to like as you learned more about it.

3. Give several instances of persons in your community who have been equally successful in several occupations.

4. Outline the procedure you should follow in developing an interest in the occupation you have tentatively chosen.

### Reading

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## CHAPTER XVII

### THE PROBLEM OF THE RURAL BOY AND GIRL<sup>1</sup>

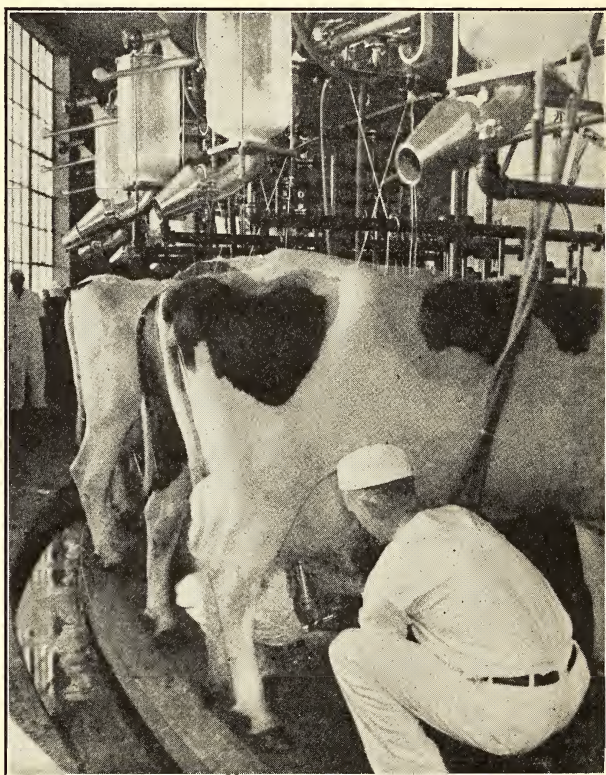
The young person who lives on a farm or in a small town faces in general the same problems that a youth in the city meets, except that the former encounters certain unique obstacles which render his task of finding the right vocation even more difficult.

**Difficulties Confronting Rural Youth.** In the first place, a person in a rural community must decide whether he will remain in the country or go to the city. Obviously, some persons born in the country must leave, for there are not enough opportunities there for all. Each one, then, must decide which course of action he will pursue.

The second difficulty is that the youth in the country does not know at first-hand as many occupations as does his cousin in the large city. He has a good opportunity to know about the agricultural occupations which, in the classified index of occupations used in the 1930 Census, number 477 in a total of 20,000. He also, on his visits to town, sees people working at other occupations. But as for the great

<sup>1</sup> For most of the material in this chapter the author is indebted to the thorough treatment of this subject given by Dr. O. L. Hatcher in her authoritative book "Guiding Rural Boys and Girls," McGraw-Hill Book Company, Inc., New York, 1930.

number of occupations which exist in a city and which are matters of daily observation to city boys and girls, he has only hazy notions.



A scene in a modern dairy. (*Underwood and Underwood.*)

To show this restriction of opportunity, we might cite the figures found in a small town, which showed 67 occupations being carried on by its residents. Contrast this with the thousands of occupations which

a city boy encounters every day and you can see one of the difficulties which impedes a rural youth who is trying to plan his future.

This lack of variety in the surrounding occupations also handicaps the rural youth in studying occupations as we have recommended in earlier chapters. The number that he can examine first hand is limited. He can not easily find persons whom he can interview regarding certain occupations. He is many miles from a public library and, unless his school possesses an unusually good library on vocations, he finds it difficult to obtain books describing the occupation in which he might be interested.

His school probably does not have any try-out courses of the sort described in Chapter VIII and so he would not be able to try his hand at a variety of occupational or semioccupational activities, such as woodworking, bookkeeping and electricity. Nor does the community offer opportunity whereby he can work after school hours or during vacations, and thus obtain practice.

In addition, the rural youth is likely to be handicapped in obtaining the preparation necessary for his occupation. The school term is shorter in the country than it is in the city. To obtain a high school education is also more difficult, because of distance to schools and poor roads; hence his general education is likely to be shortened.

When he leaves school he finds few openings near his home where he can make an occupational start. And if he leaves home to go to the city he usually does so

without any clear picture of the occupational conditions obtaining there.

**False Ideas about Work in the City.** Lacking exact information about occupational conditions, the rural boy or girl usually overestimates the advantages of jobs in a city. For example, a girl in the country or in a small town hears that a friend who has gone to the city earns \$30 a week as a stenographer (though most city stenographers do not earn that much). She thinks that is better than the \$18 a week which she receives in the small town. But she forgets that her city friend must spend \$8 a week for a suitable room; that her car fare is at least \$1 a week and that she must spend more for clothes. In short, the salary of the city girl is relatively no better than that of her country friend. But the person living in rural regions does not know these things, and his ignorance of true conditions hinders him in making reasoned decisions about a vocation.

**Unique Advantages Enjoyed by Rural Youth.** In spite of such difficulties the person living in a rural community need not despair. Though the occupations about which he can learn at first hand are relatively limited in number, they are absolutely greater than he realizes; including as they do such little-advertised occupations as arboculturist, beet raiser, dog breeder, fox raiser, hare fancier, straw bailer, mushroom grower, peanut farmer, pigeon fancier, etc.

Furthermore, there are many subsidiary occupations, not strictly classified as agricultural, with which



the farm boy has contact as the city boy does not, for example, blacksmith or engineer on a threshing crew.

Again, every rural community contains some workers who are common to both country and city—physician, nurse, teacher, mail carrier, store keeper, road builder, and surveyor. In every rural community, too, there



A pipe line for maple syrup on a large "sugar bush." (*Underwood and Underwood.*)

are persons who work in the city and who will gladly tell you about their work. Others who formerly worked there will recount their experiences.

As for literature in which you can study the occupations, that is increasing. Traveling libraries are growing more numerous. Copious literature on agricultural occupations is furnished by the United States Department of Agriculture; and consolidated schools are acquiring books on other occupations. Besides,

almost every family subscribes to magazines and newspapers in which vocations are sometimes described.

As time goes on vocational counselors are sure to be added to the staffs of country schools, so that in the future rural boys and girls will have more help in making reasoned plans regarding their life work.

### **Questions and Exercises**

1. If you live in the country or in a small town, count the number of occupations carried on in your community.

2. Place in one column the occupations that are found exclusively in rural districts; place in another column those common to both city and country.

3. Do you know any people who live in the country and work in the city? How far do they travel to and from work?

4. Ascertain the wages paid for a certain kind of work (teaching, physician's call, nurse's services, soling of shoes, etc.) in a rural community, and the wages paid for the same services in the city.

5. Compare the rent of a six-room house in a rural district and in a city.



## CHAPTER XVIII

### THE VOCATIONAL PROBLEMS YOUNG WOMEN FACE

While the problems encountered by a young man who tries to achieve success are difficult, those encountered by a young woman are still more formidable. For she faces all those that a man does and many more.

**Unique Vocational Problems of Women.** The first comes when she is still in school. She expects to marry—75 per cent of the women do—and have a career as a homemaker. But she can not be certain that this will be her vocation, for she may be one of the 25 per cent who do not marry.

But even if she does ultimately marry she may be obliged to earn her living until her wedding day, in which case she wants to choose a vocation. After she is married she may be obliged to supplement her husband's income in order to support the family or to buy things which her husband's income will not permit. Or she may simply want a career for herself even though she is married. Then there is always the contingency that her husband may die, in which case she wishes an occupational skill by which to support herself and possibly her children.

**Certain Occupations Are Closed to Her.** But these are not the only vocational perplexities that beset a

young woman. The moment she examines the occupational world to select a vocation for herself she finds that the scope of her possible activities is narrowed. She finds it practically impossible to engage in certain occupations. For example, of the 13,494 veterinary surgeons listed in the 1920 United States Census, only 1 is a woman; of the 131,121 technical engineers, only 41 are women. Among the 127,270 ministers there are but 1,787 women. There are 109,899 locomotive engineers, of whom none are women; though 41 women are classified as "officials and superintendents on steam railroads." Many more examples might be cited but these are enough to show that there is a tacit understanding that women should not enter certain occupations. The few women who have broken down the barriers stand out as daring exceptions.

**Prejudices Block Her Progress.** Even in the occupations that are open to a woman, the higher positions are generally closed to her. For example, a woman bishop is unheard of. For promotion to the higher positions men are almost invariably preferred. Again, some employers have prejudices against employing women.

Many of these prejudices are reflections of old traditions which have held sway for many years. One of them is embodied in the old refrain, "Woman's place is in the home." But the fact is that woman has made two places for herself—one in the home and one outside. According to the United States Census, almost 25 per cent of all workers in wage-earning occupations are women, which proves conclusively

that women are bound to work. And the home is modifying itself so that women manage to occupy two places at once.

Another of the traditions is that woman is inferior to man. True, she is inferior physically. For example, as a fireman on a railroad, she could not endure the back-breaking shoveling of coal. But such arduous occupations are becoming fewer—thanks to the invention of labor-saving machinery—and so woman's physical frailty is becoming less of an obstacle to her vocational achievement. As to the assumption that woman is mentally inferior to man, that has been definitely proved erroneous. Psychologists have made careful measurements of intellectual capacities and have discovered that *intellectually woman is equal to man*. Whatever he can do with his brain, she can do with hers.

**Facts Show That Women Are Good Workers.** We are also finding that the traditional belief held by some employers that woman is an unstable employee is unwarranted. The personnel manager in the home office of one of the large insurance companies investigated men and women employees to determine the length of time they stayed with the firm. Results showed that *the women stayed longer than the men*. A similar investigation in a large financial house in New York City showed that there were fewer resignations among women than among men.

Women are no longer leaving their jobs to get married. They marry, but they do not resign their jobs because of that fact. Go to almost any large

department store and you will find that about 50 per cent of the saleswomen are married.

In short, most of the objections which have been traditionally advanced against the employment of women no longer have weight. Probably the best proof that woman has a valid place in the occupational world is furnished by the women who have made conspicuous successes in a number of occupations—Dr. Lillian Gilbreth, who is internationally known as an efficiency engineer; Mrs. Mabel Willebrandt, who occupied one of the most important legal positions in the United States; the important buyers for department stores, many of whom earn from \$25,000 to \$50,000 a year; and the editors of most of the women's magazines.

**Too Many Girls Choose the Same Occupations.** Despite these facts, a young woman finds the road rough and thorny. In her perplexity the average girl thinks of only two or three fields—teaching, stenography, library work—in which she might engage. This narrowness of view was well illustrated in a certain high school where 483 girls were asked to name the vocation they expected to enter. One hundred and seventy-six selected the occupation of secretary and 167 the occupation of teacher. Think of it, 76 per cent elected these two vocations.

**Other Occupations Open to Women.** Such a narrow choice is most unfortunate. If most of the women try to get into these two occupations, they can not all find jobs. Wages are lowered because the supply exceeds the demand. Worst of all, many of

these young women are unsuited to these occupations and ought to choose others. But they can think of nothing else. Having had almost no contact with business life, they do not know that there are hundreds of occupations, varied and interesting. Here is a list



Aviation, a new occupation for women. (*Underwood and Underwood.*)

of occupations, each one of which is occupied by women:

- |                              |                         |
|------------------------------|-------------------------|
| Accountant.                  | Foreign representative. |
| Advertising copy writer.     | Household engineer.     |
| Advertising manager.         | Illustrator.            |
| Aviatrix.                    | Insurance saleswoman.   |
| Buyer in a department store. | Interior decorator.     |
| Chauffeur.                   | Personnel director.     |
| Court reporter.              | Photographer.           |
| Dress designer.              | Postmistress.           |
| Editorial assistant.         | Religious educator.     |



Roentological technician.

Stylist.

Sculptress.

Taxidermist.

Social secretary.

Theater manager.

Statistician.

Vocational counselor.

Stenotypist.

Many women have also established a business for themselves, capitalizing some domestic skill, such as



A woman executive sees many clients in the course of a day. (*Underwood and Underwood.*)

china painting, rug weaving, baker, cateress, or lamp-shade maker. The number of occupations in which a woman can engage is almost unlimited in variety. All that is required is imagination, resourcefulness and persistence. Let no young woman conclude lamely that she can find nothing to do but teach school or pound a typewriter.



**In Certain Occupations She Is Favored.** While the fact remains that in some occupations a woman experiences especial difficulties because she is in competition with men who are given preference for advancement, the fact remains that there are certain occupations in which a woman is at an advantage *because she is a woman*; for example, nurse, tea-room manager, manicurist, governess, seamstress, milliner, and Y. W. C. A. secretary.

In order to discover the fields of opportunity, a young woman is advised to follow the directions for choosing a vocation laid down in the previous chapters of this book: survey the field of occupations as a whole and then select two or three for more intensive investigation. Several books that deal particularly with occupations from the woman's point of view are listed at the end of this chapter.

**National Organizations That May Help.** Several agencies are trying to help the girls of the country find fields in which they can work. The National Federation of Business and Professional Women's Clubs has adopted a plan whereby the members of the thousand local clubs throughout the United States can assist girls in choosing and pursuing a vocation. The Honorary President of the Federation, Miss Lena Madsen Phillips, who, by the way, is one of the leading woman attorneys in the country, has expressed their aims as follows:

We believe that our members, who are successful representatives of a great variety of occupations, bear a responsibility toward the young women of the coming generation.

We who have traveled over the road can tell them of the pitfalls and can help them over the rough places, and we are anxious, collectively and individually, to render whatever aid we can through giving counsel, example, and opportunity.

If there is a Business and Professional Women's Club in your city, feel free to call on any member who is in an occupation in which you are interested, and ask for information and advice.

Another national organization interested in the vocational welfare of young women is the Institute of Women's Professional Relations, Greensboro, North Carolina. This organization, sponsored by the American Association of University Women, offers assistance—information and advice—concerning occupations particularly appropriate for college women. The Southern Women's Educational Alliance, Richmond, Virginia, renders similar service.

These and other agencies are gathering information which will guide young women in their solution of the puzzling problem of finding the right vocation. And it is hoped that the path of woman's occupational progress will be smoother in the future than it has been in the past.

### Questions and Exercises

1. Mention several women in your community who have been successful in certain vocations.

2. Bring to class a newspaper clipping describing the work of a woman in some unusual occupation. (The files of the *American Magazine*, under the department "Interesting People," will offer good examples.)

3. Mention occupations not given in this chapter, in which women have the advantage over men.

4. Why are women paid less than men in certain occupations?

5. Mention several vocations in which women earn as much as men.

6. Topic for debate: Girls should plan their careers as carefully as boys should.

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## CHAPTER XIX

### THE VALUE OF AN AVOCATION

Many persons who find a perfectly satisfying vocation nevertheless adopt another line of activity which they use as an avocation; that is, a form of work which is not their means of livelihood but which occupies their leisure time. For example, a certain banker has transformed his basement into a shop where he makes furniture during his spare time.

**Worthy Use of Leisure Time.** Such a secondary interest, sometimes called a hobby, may play an important part in a person's life. It gives him something to do during his free time. Instead of coming home from work and asking, "Well, what shall we do tonight?" he has an activity already planned, a job that is waiting to welcome him. (Of course, we are assuming that one chooses as his avocation something he likes very much to do.) If the avocation is a worthy one, as it is almost certain to be, it insures that one will spend his spare time wisely instead of foolishly. Think how much time people waste doing fruitless things—reading trashy literature, attending inane moving pictures, or merely idling. If one works eight hours and sleeps eight hours, he has left eight hours of leisure which he could turn to excellent account if he would. An avocation

is a means of insuring that these eight hours will be spent in some activity that will keep one out of mischief and help him to develop his character through productive effort.

**A Means of Rest and Relaxation.** Perhaps you say, "But after one has worked all day he is too tired to come home and work in the evening." That is where you make a mistake. An avocation is not work, it is play. It furnishes a means whereby one can rest. True rest is not obtained merely by sitting idly in an easy chair. It may come from change of activity, and an avocation, if it is different from the daily work as it should be, provides rest and relaxation. Every normal person must play some of the time. An avocation constitutes play for its devotee.

**It Is Good for the Health.** A well-chosen avocation may add materially to one's physical well-being. If a man who works in an office all day chooses gardening as his avocation, he will find it improves his health.

**It Broadens One.** An avocation adds to one's intellectual life. Any person who spends all his time in his daily work, however pleasant it may be, is likely to become narrow. With a secondary interest, however, he reaches into two fields instead of one; he becomes a more entertaining companion and he enlarges his circle of friends and acquaintances.

**It May Increase One's Income.** Many a man finds that the work he does as an avocation adds to his income; for through it he produces things that other people want and for which they will pay.

**Relation between Vocation and Avocation.** The avocation one chooses may be quite remote from one's vocation; for example, a reporter on a newspaper may spend his rest hours in composing music. It may be related to the everyday occupation; for example, a household decorator may use as an avocation the collection of old china.

There is another interesting relationship that may exist between one's avocational and vocational activities. Many a person who has found himself in an unsuitable vocation has chosen for an avocation a field that attracted him greatly, and during his spare time has developed such a proficiency that he has been able presently to shift and make of his avocation a vocation.

**Examples of Interesting Avocations.** When you begin to inquire concerning the fields that make good avocations you will be surprised at their number and variety. They are as numerous as the occupations; for what is one man's vocation may be another person's avocation. The following newspaper account indicates the fields of art in which certain business men have found pleasant avocations:

Two hundred Chicago business men have found a way from the realities of commercial life to a land of make believe.

Every night some can be found on the twelfth floor of the Terminal Building, intent on expressing themselves in oils or clay or any of a dozen other media.



They are the Chicago Business Men's Art Club, the first organization of its kind and the head of eight such clubs now affiliated in a national organization.

Next month the Chicago club will send an exhibit to the Milwaukee Institute, under the auspices of the Milwaukee Business Men's Art Club.

These business men take their art seriously. Some regularly sell their work. They are amateurs, under the club's rules, until they make their living by art alone.

The club was formed eleven years ago by a group of eighteen art enthusiasts. Elbert G. Drew, a painter of reputation, was its first president. During the ensuing years the membership has grown constantly and new quarters have had to be found until now its completely-equipped studio comprises half a floor of an office building on the edge of the loop. Benjamin F. Olson, an architect, is the president.

The roster shows that a great majority of the members are engaged in vocations far removed from art. F. M. Wheeler deals in wholesale fish, but does landscape etchings. George D. Richards, president of a casket company, paints only in water colors. So does D. A. Shaw, a vault engineer. Harry Pink, a cotton dealer, expresses himself in oils. R. M. Carlson, an engineer, has found pleasure and profit in modeling figures of clay and fragile pottery, glazing, decorating, and baking the pieces himself. Others work in metals, hammering brass and copper into beautiful shapes, or forging iron.

Business men in other cities have been inspired by the Chicago Club to

form similar organizations. In 1922, the Milwaukee Business Men's Art Club was formed. Denver, Philadelphia, Boston, Cleveland, St. Louis and New York business men later formed clubs. A national organization known as the Associated Amateur Art Clubs, soon was formed to keep the clubs in contact with each other.

Exhibits are exchanged between the various clubs.

Further avocations eagerly pursued by some people are: fishing, hunting, photography, music, dramatics, motor boating, gliding, and raising dogs, birds, and fishes. Collecting things becomes an avocation for many people—collecting postage stamps, autographs, china, glassware, rare books, first editions, paintings, antique furniture, etc.

**Find One for Yourself.** From this discussion you can see that everyone should have an avocation. The time to choose it is when you are young, when your interests are more volatile and when you have an abundance of time. Your school clubs furnish admirable opportunities for developing avocational interests. The way in which a university course can foster such development is illustrated by the College of Engineering of the University of Cincinnati. Here every student is required to spend a part of each day in pursuing some hobby. It may be painting, etching, drawing, modeling, or writing poetry. Whatever it is, by the time he has completed his training course in engineering, he has developed an interest and skill in some other field, so that he is more

than an engineer; he is an interesting human being with several avenues through which he can express himself.

If you have not already developed a hobby which will constitute a desirable avocation, take time now to do so. Choose it carefully, using the principles laid down in this book for finding a vocation. With a good vocation and an interesting avocation you will be pretty well fortified for waging the battle of life.

### Questions and Exercises

1. Define avocation.
2. Suggest avocations not mentioned in this chapter.
3. Find someone among your acquaintances who has an avocation; ask him to tell you of the benefits he has derived from it.
4. Name an avocation that can be carried on during the entire year; name one that can be followed only in certain seasons.
5. Name several avocations that are particularly applicable in your community.

### Readings

- CABOT, R. C.: "What Men Live By," Houghton Mifflin & Company, Boston, 1914.
- PATRICK, G. W.: "Psychology of Relaxation," Houghton Mifflin & Company, Boston, 1916.

## CHAPTER XX

### GENERAL SUMMARY: PRINCIPLES TO BE FOLLOWED IN CHOOSING A VOCATION

These short statements are prepared as a guide in reviewing and in making quick reference to discussions in the chapters indicated.

In order to be happy, every one should have a vocation—some useful work in which he can spend most of his time.—Chapter I.

Instead of drifting from one job to another, lay out a plan for your life and carry it out.—Chapters I, XI, and XII.

In order to make plans intelligently, you must secure information about the conditions, requirements and rewards in the occupation of your choice.—Chapters III, IV, V, VI, VII, VIII.

Obtain equally exact information about yourself by making a frank inventory of your assets and defects.—Chapter IX.

Plan years in advance.—Chapters III, IV, VIII, XI, XII, XIV.

While you are planning your career, include also plans whereby you can obtain training for the vocation.—Chapters XI and XII.

Broadly speaking, the occupations that require the relatively longer training give the most satis-

factory rewards, socially, spiritually and financially.—Chapters III, IV, XI, XII.

In planning your course of training try to obtain the best to be had.—Chapter XII.

While planning your course of training, be sure to provide for plenty of general education—generally speaking, as much as you can obtain.—Chapter XI.

One never completes his preparation for a vocation.—Chapter XII.

In considering the earnings to be enjoyed in a given vocation, do not regard the beginning wages; instead fix your attention on the earnings to be had at later stages of advancement.—Chapter IV.

Be sure to choose a line of work that you like or can learn to like.—Chapter XVI.

Guard against being influenced toward a certain occupation by some superficial factor.—Chapters III, IV, IX, XIII.

In general, do not let yourself be directed toward a certain occupation by merely one factor. Consider all phases of the occupation as well as of yourself.—Chapters III, IV, IX, XIII.

Try to get into an occupation that is not overcrowded.—Chapters III, IV, XIII.

Avoid occupations that do not offer possibilities in the future.—Chapter VIII.

If the vocation you choose is seasonal, or if it presents any other features that prevent steady employment, supplement it by choosing a second vocation to which you can turn your hand as need arises.—Chapter IV.

Life is so complex that you may be obliged to choose a vocation that represents a compromise among several considerations.—Chapter IX.

A vocational choice made at an early age need not necessarily be one's ultimate choice. One may change his goal and change his vocation as opportunity and wisdom demand.—Chapters IX and X.

Vocational progress demands a succession of choices. Chapters IX and X.

Do not expect to find an occupation for which you were "cut out" at birth. You can be successful in any one of several vocations.—Chapters IX and XVI.

In the last analysis each person must make his own choice of a vocation.—Chapter IX.

In order to attain a maximum of fitness and happiness, select a worthy and interesting avocation.—Chapter XIX.

### **Exercise**

Write an imaginary history of your life from the age of fourteen to forty, describing the successive steps you took in preparing for and progressing in your vocation.



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